

National Parent-Teacher

The P.T.A.



Magazine



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September 1948

*Official
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of the
National
Congress
of Parents
and Teachers*



Objects OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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CONTENTS

September 1948

PAGE
The President's Message: New Year's Day in September 3

ARTICLES

The Inseparables: Body and Mind. *W. W. Bauer, M.D.* 4
Learning To Decide.....*Sidonie M. Gruenberg* 7
What the American Family Wants and Needs
Robert J. Havighurst 10
When Their Feelings Are Hurt....*Ernest G. Osborne* 14
Look Homeward, America.....*Joseph R. Sizoo, D.D.* 19
The High Art of Belonging
I. Childhood Is the Starting Point
Bonaro W. Overstreet 22
Your Child—but His Career.....*Nancy E. Wimmer* 27

FEATURES

Notes from the Newsfront..... 13
What's Happening in Education? *William D. Boutwell* 17
N.P.T. Quiz Program.....*Esther Prevey* 25
Poetry Lane 30
Searchlights and Compass Points: Parent-Teacher
Platform, 1948-49 31
P.T.A. Frontiers 33
Psychology of the Preschool Child (Outline)
Ethel Kawin 34
Psychology of the School-Age Child (Outlines)
Eva H. Grant and Ralph H. Ojemann 34
Motion Picture Previews.....*Ruth B. Hedges* 36
Books in Review..... 39
Looking into Legislation.....*Edna P. Cook* 40
Contributors 40
Cover Picture*H. Armstrong Roberts*

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Here is a typical example of parent-teacher goal skill in action. These bars of soap, spoons of thread, and other homely objects are actually mighty ambassadors of goodwill. They are the gifts of teachers and parents who are active in the Overseas Teacher's Kit. © Peter Lucas

The President's Message



NEW YEAR'S DAY IN SEPTEMBER

HEARING the school bells ring again after their summer silence is always something like witnessing the birth of a new era. Year after year, as new first-graders flock to the halls of learning and older children move another step up the stairs, our hearts are gladdened and our energies strengthened by the knowledge that once again we are given a chance to help them. "Ring out the old, ring in the new" might well have been written of the first day of school. Ring out the old failures, the old inertia, the old hesitations, the old half-victories. Ring in the new awareness and confidence and unity, and the new, certain knowledge that in these, our children, we have our greatest resource for America's future.

The best is none too good for these children of ours. We of the parent-teacher organization have always known that. But we know too that we cannot give them the best until there are as many of us as possible to share in the task. Our growth as an organization has been phenomenal. Ten years ago we thought we were strong with 2,222,218 members. This year we number 5,127,896—an increase of more than 130 per cent in the short span of a decade. But consider this membership in relation to the total man power and woman power of America! Do we not still have a long way to go? We cannot give all our children the best in education, equipment, family relations, and moral and spiritual fortification until we have manned *all* stations.

WHY is not every parent and every teacher in the United States a member of the National Congress? There is no reason that we can accept, without at the same time indicting ourselves to some extent. The unrest in our country today is largely caused by the restless striving of undirected energy, by the frustrations of men and women who have not found their place in the social scheme.

Psychologists and psychiatrists tell us that one of the prime desires of every human being is the desire for a feeling of individual significance, that satisfaction which comes only with achievement. We know without being told that every parent and every teacher worthy of the name desires success and happiness for American children. Is it not obvious, then, that these two fundamental urges can and should be blended into one and put to work in an effective program?

Let us redefine the word *membership* this year. Let us show everyone we meet what it really means. Our further numerical growth is necessary, but it is, after all, incidental. Spiritual growth, unity, and the endurance and power of numbers are what we need. As we seek new members, let us not forget the rich rewards of parent-teacher membership, nor hesitate to promise them to others.

Mabel W. Hughes

President, National Congress of Parents and Teachers



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The Inseparables: Body and Mind

GEORGE ate his dinner silently, watching his father and mother with big and speculative eyes. He did not seem to taste what he was eating. Silence prevailed at the well-appointed table. George's father spoke to his mother with elaborate courtesy, but only when absolutely necessary. She never addressed him at all. Both answered George kindly but abstractedly as he spoke to them. But George had little to say. One does not talk much, at four, when one is deeply disturbed.

After the uncomfortable meal was finished, George retired politely to bed, kissing his mother on the cheek and his father on the chin—and did not giggle as he often did because the chin was rough. Half an hour later his parents heard hurrying steps as he dashed from his room to the bath. They arrived upstairs just in time to find George being very sick. When it was all over his mother took George back to bed, where he cried quietly against her and refused to let her go.

W. W. BAUER, M.D.



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Finally he looked up and asked in a small voice, "Mother, is Daddy *really* going away and not coming back?"

It took a long time to reassure George that his daddy had no idea of leaving permanently. "But why did he say so?" George kept insisting. It was hard to explain that grown folks, even parents, sometimes say what they do not mean, when they are angry or irritated. Actually the crisis had been a minor one, but the grim silences, the words spoken in anger had reacted badly on this sensitive child. They made him ill. And this illness, stemming from the mind and the emotions, based on fear, was just as real as if George's stomach upset had been due to a germ invading the body, or to some other physical cause.

Sally wanted a pony. She loved ponies with a passionate adoration that was so fierce it almost hurt. But father was a bit dubious about a twelve-year-old girl's having a pony of her own. In the first place, they were expensive to buy and costly

to keep, but that was not the major consideration. The main idea was whether Sally could be trusted to ride safely. She had been thrown from her bicycle before she had it a week, and had broken her arm. She had almost set herself on fire trying to roast marshmallows. She was inclined to be impetuous, to act before she thought.

Feelings and Physiology

SALLY had to admit all this, and as her birthday approached, she reconciled herself to the postponement of her one desire. Imagine her astonishment and delight, then, when she came downstairs on the morning of her twelfth birthday and heard the family singing,

*Happy birthday to you,
 Happy birthday to you!
 Look out of the window . . .*

There on the lawn, tethered to the fence, grazed a pony, saddled and bridled. Sally shot through the front door like a bolt from a crossbow, ignoring family and breakfast and everything but the adorable pony. She hurled herself upon him, threw her arms about his neck and kissed his velvety nose. She laughed aloud. She leaped into the saddle and down again. She laughed some more. In fact, she laughed until she cried, and then laughed again. She could not eat her breakfast. She bubbled and babbled and prattled. And before the middle of the afternoon she was in bed in a darkened room, with a fearful headache. The doctor said it was just more joy than she could stand.

Mrs. Britton suffered for many years from a mild form of arthritis. She had lumps near the joints of her little fingers, and her feet often hurt her when it rained. Yet she managed to do her housework. She used to remark to her husband that she could stand the mild pain, just so she did

NO longer can one think of body and mind as two separate departments of life. Medical and psychiatric science now agree that body and mind are like a pair of Siamese twins, neither of which can be abused without harm to the other. This article considers the early guidance of children from the modern, scientific, and double-visioned point of view.



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not become incapacitated. "Because," she would add, "what would become of Mother if I were not here to care for her? And what would become of you, poor dear, if you had to take care of Mother and me?"

Mrs. Britton's fears never materialized, as far as incapacity was concerned, until her mother died after a lingering illness. It was not until almost three weeks afterward that Mrs. Britton had a severe attack of arthritis that put her in the hospital for two months.

"It was a terrible physical strain on her, while her mother was so ill," Mr. Britton remarked to the doctor.

"Yes," was the reply, "but did you notice, she did not give up then. Only when she realized her mother's loss did she really become ill."

One—and inseparable, mind and body, the physical and the spiritual. A troubled little boy, brooding over the threat of a dissolved home, could not digest his food. A highly emotional girl proved unable to sustain the shock of great joy. A woman, plodding through life under heavy burden, broke under emotional strain rather than physical. The modern doctor calls such cases *psychosomatic*, which literally translated means "soul and body." These illnesses derived from the realm of the spiritual are no less real than if the victim had been slugged with a club and his skull fractured.

One Person—Indivisible

MIND and body are a delicately adjusted unit, and its parts are inseparable. The Greeks and the Romans had their ideal of a sound mind in a sound body. A wise physician once said that it mattered less to him what kind of a disease the patient had, than what kind of a patient had the disease. The will to live, the determination to get well, are not mere folklore, but are solidly founded in science.

Modern medicine, searching vainly through physical realms for the cause of peptic ulcers, that baffling digestive disease, has found the best explanation yet in—pressure. Students of heart and blood-vessel disease are rejecting more and more of the physical causes for deterioration of those structures and tissues and inclining to a psychological explanation—worry. One disease, exophthalmic goiter, has its main manifestations in the upset emotions and unbalanced personality of the patient; the modern view sees its cause as closely tied in with—emotional strain.

The important part played by the emotions in the maintenance of general health cannot be too strongly emphasized during the growing, the developmental years of the child's life. Many adult disturbances, especially in the field of mental and emotional health, can be traced back to childhood. The parent of today must make a real effort to do a better job than did the parents of previous generations, in creating a favorable mental and emotional "climate" in which children may grow, develop, and blossom. To do this, a recognition of the inseparability of the two phases of life, mental and physical, is a basic necessity.

The importance of emotional factors in child growth and development should cause parents to give careful thought to the atmosphere in the home, to relationships between themselves and among the children. The parent who would be horrified at the idea of physical punishment with the old hickory stick may be subjecting his child, all unknowingly, to worse beatings with psychological weapons.

But at the same time I would counsel saneness in this regard. There is no call for exaggerated feelings of guilt at every minor parental lapse. The child, delicate and impressionable as he may be, is not going to be ruined for life by one or two or a dozen mistaken actions or culpable omissions. It is the general trend that counts, and a good batting average in the game of life allows a percentage of strikeouts.

Just how *do* emotions affect the body? Experiments on animals have shown that when cats which are entirely safe in cages are menaced by threatening dogs, they show fear and rage just as

if they were not protected by wire screens. Their digestion stops. The fur rises along their backs, and their claws come out. They arch themselves into a posture for swift action. Their blood pressure rises, and their adrenal glands throw large quantities of secretion into the blood stream.

Fear and Frustration

FRIGHT, anger, jealousy, or prolonged resentment can do the same thing to the human organism, preparing it for fight or flight, whether the danger is actual or not. The nervous tension accompanying such emotional upset may interfere with intestinal action, producing spasm and constipation or, in extreme fear, loss of control. Appetite may be impaired and nutrition disturbed, especially by prolonged or repeated emotional upsets such as those involved in jealousy of a new baby, fear of a broken home, rebellion against overly severe discipline, fear of poverty due to unwise discussion of finances by the parents, and many other situations that may arise in the home or the school. All these have one factor in common: They menace the child's security in a manner that makes him powerless to do anything about it.

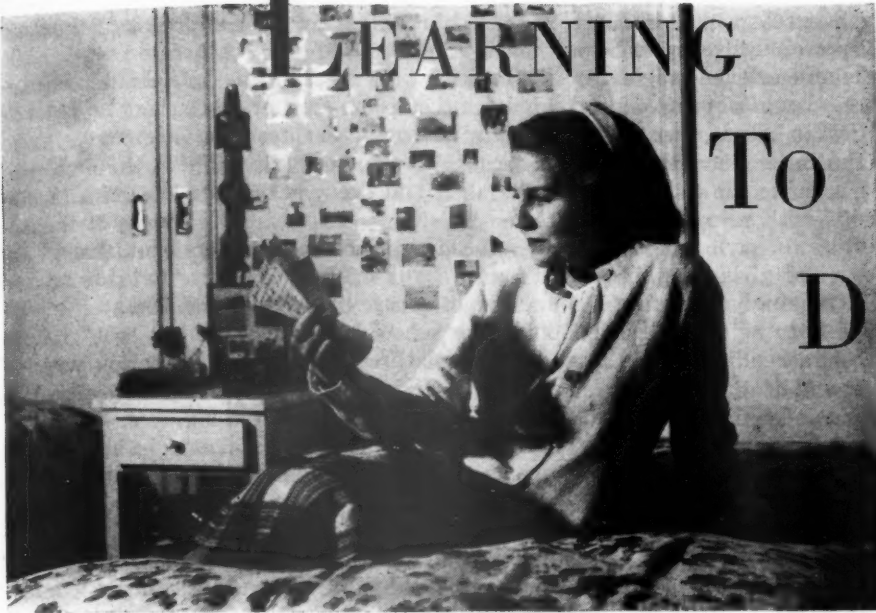
Acute childhood diseases, with fever, skin eruptions, pain, nausea, and vomiting are not likely to arise from emotional disturbances. Allergies, too, have a physical basis, but their symptoms—such as asthma, hay fever, hives, or digestive upsets—can be increased or precipitated by the emotions. And the feelings need not always be unhappy ones. Too much excitement, overstimulation, and sudden happy surprises may also disturb the as yet delicately balanced emotional mechanism of the child.

It is when there are repeated upsets and other evidences of frustration—as, for example, thumb-sucking, nail-biting, bed-wetting, sulking, temper outbursts, destructiveness, excessive introspection or artificial animation, headaches, or loss of appetite—that the emotional elements should be sought.

Interplay of the emotional and the physical, of course, works both ways. It is hard to be happy when we are ill or in pain, though there have been indomitable and admirable spirits who have managed it. In the same way it is hard to be healthy when we are emotionally in pain. Thus it is good sense to try to attain both physical health and satisfactory emotional adjustment, so that the effect of these inseparables one upon the other will be as beneficial as possible. This is what we must strive for.

See outline, questions, and reading references on page 34.

I LEARNING To DECIDE



This is the first article in the series "Psychology of the Adolescent."

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A Rising Scale of Values

READINESS to make decisions, and decisions as wise as possible, is one of the traits we like to see our young people develop. But it is also a thing that we can neither expect children to *have* when they reach a certain age, nor plan to teach them by means of special lessons. Like cooperation and kindness and responsibility, the power to make decisions grows in children gradually, imperceptibly, indirectly as a by-product of their day-by-day living.

These elusive qualities are generally the very ones we care most about, for they are the roots of character. *Lady in the Dark*, a successful play of several seasons back, used the heroine's inability to make up her mind, either in small matters or in large, as the central factor in her maladjustment. This maladjustment was shown to have its source in the girl's early childhood, when she was made to feel unattractive and unloved.

Certainly we cannot take lessons in character building or personality development and then apply them to the boys and girls we are trying to help. But neither can we concentrate entirely on the "teachable" subjects, leaving the more subtle matters to take care of themselves. What concerns us most is what kind of people will our boys and girls become. We must keep that constantly in mind. Although we cannot train a child in self-reliance and security, we can provide a family climate in which a secure, well-adjusted, self-reliant personality can grow.

MUCH the same situation confronts us here. Although young people cannot be trained to make decisions easily or well, they can learn to make decisions with a fair amount of wisdom and with a minimum of agonizing both before and after. The first condition is the opportunity to choose, to decide, almost from the beginning. We lay the foundation in early childhood. We help the preschool child decide which toy he wants to take to the playground. We let the six-year-old decide which sweater he wants to wear. We do not overburden the preschool child by giving him the impression that he is free to decide whether to take all his toys or none. Nor do we ask the six-year-old to decide whether to wear a sweater.

THERE was a time, perhaps, when the ordinary course of life, with its round of daily duties, developed responsibility in the young. But that time is gone. Today the complications of civilized routine have set a pattern that is not, in itself, conducive to personal growth and individual maturity. Yet nothing need be lost if parents are alert. This article explains one of our most demanding problems and warns against some too-familiar pitfalls.

An eight-year-old girl must make a more difficult choice—whether she'd rather have a balloon or a pinwheel now or save up toward a much desired doll. Even though she greatly prefers the doll, she may lack the will power to live up to her better judgment until she is nine or even ten years old. Her mother, therefore, should not force her to do the wise thing. It is best to help her see what the choice is, to consider the consequence of each decision, and then to let her make the final decision herself and stick to it—with no reproaches and no scoldings whatever.

As they grow older, boys and girls must have the opportunity to make increasingly meaningful choices. Not only the home but the school must provide opportunities on an ascending scale of genuineness, of importance, and of difficulty. Our schools, even our high schools and colleges, usually present life under select and artificial conditions. The old excuse that they are being prepared for life does not alter the fact that today's boys and girls do not actually live in their own time and generation.

Hazards and Handicaps

Too many of our young people live under a regime in which everything is done for them and about them; they are mere pawns to be pushed around by grownups. It is natural that parents should feel an obligation to protect their young children from such dangers as fire, sharp tools, or moving traffic. Too often, however, this protection keeps children away from all the experiences that can teach them how to handle danger. Parents find it easier to do for children than to guide them while they are learning to do for themselves.

So many parents say that Fanny or Freddy is too young to know what is suitable or appropriate. These parents make the choices, and their children are left without the chance to make mistakes and so to form their own judgments. They soon lose any interest in the decisions that are made for them. Under such a regimen, a child never grows old enough to use his own judgment.

Not long ago I was shocked to learn from a high school principal that a seventeen-year-old boy had come to him saying, "My mother wants to know what subjects I will have to take this year in order to get into college." There was no indication, the principal said, that the boy himself cared or was in any way concerned. And although this example is rather extreme, the attitude it represents is not unusual. A great many of our boys and girls act as if they were in school only to please their parents and teachers, as if their whole futures—academic, business, or professional—belonged to their parents or teachers rather than themselves.

Perhaps we should not be astonished at this attitude if we really looked at the way our children's lives are run. An average fifteen-year-old is served breakfast by his competent mother and then is shooed off to get to school on time, while the entire job of running the household is left behind for that same mother. At school he is taken over by a competent teacher. He moves from classroom to classroom throughout the day, with every shift and every action predetermined or directed by others. In the whole course of the day he is faced with no real decision—not, that is, until he adjourns to the drugstore with his friends and has to choose between a soda and a coke. Not only high school boys and girls but many college students go through years of education with no chance to decide anything, but their preferences in clothes or food or movies or games.

Naturally the ability to make decisions does not appear suddenly at adolescence. We notice its absence then. We expect to take complete charge of the eight-year-old and the ten-year-old, but we assume that the teen-ager will take some charge of himself. Why? Unless the teen-ager has had considerable experience in making decisions and, more important still, unless he has been a partner in many of the decisions made by his parents and other adults, he is in no position to realize that he can make an important decision by himself—or even that he ought to be able to.

All in the Family

OUR children and young people are so commonly excluded from family as well as community activities that in many cases they grow up with no understanding whatever of common problems. If parents would take their sons and daughters into their confidence when actual, real-life problems or situations arise in the family, ere long a great improvement would be noticed.



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Most of our choices—and this we should make very clear—are not choices between a right and a wrong. We should help our children to see what the issues are, to see what values we weigh in coming to a decision, and what the alternative consequences may be. We should help them see that we sometimes have to take chances but that no chances must be taken without calculating the risks. We should explain that nobody is infallible but that, on the basis of all known facts, the decision arrived at seems the wisest choice.

An example: Many families have a problem with regard to vacation. Should the family spend Father's two-week leave by taking a trip together in the car? Or would everyone have a better time if ten-year-old Ralph and twelve-year-old Susan each went to camp for two weeks, while Mother and Daddy and the baby simply remained at home? It all depends. One choice may be preferable for one family, the opposite choice for another. It is not, of course, a question of right or wrong. If Ralph is constantly dominated by his sister and weary of his mother's supervision, getting away into a different atmosphere, where he can take his place with other guys, may be just what he needs. Susan too may be tired of being the oldest and may need to meet girls her own age.

And Mother's and Daddy's needs must be considered, too! Is Daddy too tired for a long automobile trip with the family? Would it be more restful for him and Mother to stay at home—to have the vacation consist in Daddy's not going to work and in having two of the children away? Or would the physical exertion of a trip be more than made up for by the change in scene or the fun of the adventure? If the children are getting along well with each other and with their friends, would a trip to a new region or a new setting mean more to them than two weeks at camp? If they are not getting along well, would sharing happy experiences do more for them than a separation?

Parents must guard against pretending to be omniscient. They must explain to the children, patiently and clearly, that no one of them will ever know which of the plans would have been the better. The final choice may fail to please everyone. This is and will be inevitable throughout life, and therefore nothing is gained by not teaching children to accept it.

They should accept also the fact that parents

have their rights. Mother and Father must be frank to admit that their own needs or preferences are being considered. If the family relations are sound and healthy, boys and girls realize that parents have needs and wishes to be considered, but realize too that their own are never ignored.

This example may not be altogether satisfactory. The issue is clear cut; the rightness of the final decision is not. But this is exactly typical of the problem situation. Boys and girls have to learn that many decisions must be arbitrary. Sometimes, after all the discussions, after all the weighing and checking, a vote or the toss of a coin may come as close to being the best decision as it is humanly possible to get. Sometimes, after a family council and discussion, parents must still make the final decision. The important thing is to allow boys and girls to feel themselves a part of family planning and to let them make such decisions as they are capable of, with only as much adult advice and suggestion as is necessary.

Well Begun Is Half Done

WE need not wait for special situations or problems. We can help our children from the first by letting them share in everything to the extent of their abilities. Choices and decisions have to be made in all work and in all human relationships, and this they can easily learn. The healthy child normally responds to everything that challenges his ingenuity, skill, or strength, if the demand is within his capacity.

Even under the most favorable circumstances of a good home and a good school, it is necessary to guard constantly against the tendency to over-organize our children's environment. Young people need, now as ever, their individual experiences in selecting and deciding, in judging and valuing, in beginning and ending—in short, individual experiences in making mistakes, in succeeding and failing. At the same time they need protection against serious mistakes until they are mature enough and experienced enough to recognize danger. And they need guidance toward experience that will reveal to them the fullest values in themselves, their friends, their play, their work, their reading, and the opportunities offered them by our civilization.

See outline, questions, and reading references on page 35.

MR. SPEAKER, it is regrettable that H.R. 5644, to assist the states in the development of local public health units, could not be enacted during this session. . . . This bill was inspired by the National Congress of Parents and Teachers, one of the greatest organizations for unselfish service to the childhood of this country. . . . It is my earnest hope that when the next Congress convenes in January, the bill will be near the top of the list for consideration and passage.—VIRGIL CHAPMAN, *Representative from Kentucky, before the House of Representatives, June 19, 1948.*

ROBERT J.
HAVIGHURST



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What the American Family Wants and Needs

THE family seems to stand eternal and impregnable in human history, like the rock of Gibraltar, and yet it is also vulnerable and evanescent. It is as old as human life on this planet and as young as this afternoon, when John and Jane got married. Since the family consists literally of *what we do as family members*, every man and woman who start a family take the destiny of that family into their hands. It becomes the fleeting product of their passions, needs, habits, and aspirations.

Consider what has happened to the home, the stage on which the drama of family life is played. What was the home like fifty years ago? There was the parlor, always cold and clean and quiet, with its hard horsehair sofa, and a photograph album, and an organ that was pumped with the feet. The sitting room was more cheerful, with its

base-burner standing in the middle of the room on a metal sheet laid down to protect the carpet, the coals glowing red-hot through the isinglass window, the coal scuttle beside the stove, half full of coal and garnished with nutshells and apple cores.

In the kitchen there was the range, its fire burning briskly and the oven door open to warm the room on a cold morning, while oatmeal cooked in the double boiler and eggs and bacon sizzled in the frying pan. At the sink was the cistern pump for rain water, and beside it stood the pail of drinking water and a long-handled dipper. Down in the cellar was the vegetable room with a bin of potatoes, a sack of turnips, and a barrel of apples.

But let us not sentimentalize. We must not omit from this picture the icy-cold bedroom, with the water frozen in the washbowl on winter mornings; the Saturday-night bath ritual in the wash-

tub in the kitchen; the souring milk and the running butter during hot summer days; the dread of typhoid fever. Would we trade for that old home the modern one, with its thermostat-controlled heat at the turn of a valve, light at the push of a button, clean white kitchen equipment, electric refrigeration, and electrical cleaning equipment?

The Molding of the Modern Home

WHETHER we approve of modern gadgets completely or not, we accept most of them and enjoy them. They are the result of man's unquenchable thirst for knowledge, the thirst that produces a technology by which are set in motion great social forces that alter the social landscape as irresistibly as the glacier, creeping down from the North in ancient days, changed the physical landscape. Social change is inevitable.

But the forces of social change are not like the blind forces of physical change. Social change is man-made and can be man-controlled. Hence the problem of the family is the problem of so controlling social forces and modifying institutional forms as to achieve the values the family has given in the past or may give in the future. It is not an insoluble problem, but it is a difficult one. Its great difficulty can be estimated from a look at the vicissitudes of the American family since 1918.

Immediately after World War I came the mad and riotous twenties, the age of the flapper when divorce rates commenced their alarming rise, when the movie and the automobile drew people out of their homes and the front porch lost its function in American home life. Then came the gloomy thirties, when the economic base of the family crumbled. People could not afford to marry. If they married, they could not afford to have children. In 1933 America's birth rate dropped to the lowest point in its history. But just when it seemed that we might climb out of the Great Depression there came the anxious forties, when young men went off to war, when children were born to thousands of women without

the supporting presence of a father, when families of war workers lived in trailers.

And finally comes the frustrating and depressing present—a postwar period of confused purposes and of doubt about our ability to re-create a stable and peaceful society on a world scale.

Roles in the Repertoire of the Family

TO see what the needs of the American family are in this situation, it may be helpful to make a distinction between the essential and the accidental. *Essential* functions are the things the family does for human life and happiness that no other institution can do nearly so well. *Accidental* functions are things the family has done or is doing that are useful but can be done as well or better by other social institutions.

Accidental functions of the family. One accidental function of the family is to *create economic goods*. Before the industrial revolution in England, the weaver's cottage was a factory, and his family made cloth for sale. Although the present-day farmer's family continues to perform a vestige of this function, in general modern society has found more efficient ways of producing goods than the family unit could achieve.

As a second accidental function we may name the *collection and preservation of property*. In some societies marriages are arranged to combine lands and herds and other holdings. Family members are trained to preserve and increase their property, whether land or animals or ships or banking houses. But modern societies have found other institutions for this function.

A third accidental function is *government*. In simpler societies the family, or a group of families, makes rules of conduct, settles disputes among the members, and generally carries on the functions that we assign to government in our society.

Religious worship should be mentioned also in this connection. Jacob, the father of the children of Israel, was the family priest, who spoke with God and taught his family how to get along with the supernatural. In many of our homes today we have family worship. But since the church has been founded as an institution for religious worship, the family's responsibility in this respect has become secondary.

Other accidental functions of the family are health

CAN people like ourselves do anything about the family, or is our talk about improving the American family as idle as if we were to speak of changing the sun in its seasons or the stars in their courses? If it is not idle, precisely what improvements is it feasible to make, and therefore profitable to discuss?



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care and education (in the narrow, formal sense). Now special institutions have been assigned these responsibilities, too.

Essential functions of the family. What, then, are the essential functions of the family? There are three, possibly four. The first is the *rearing of children*, a task that grows out of the young child's need for an abundance of personal care. Looking after the child's physical comfort is not enough; the infant does not develop into a happy human being unless he has the loving attention of one or more older persons. So far, at any rate, human experience has not discovered any large-scale substitute for the family.

The second essential function is to *provide companionship for men and women*. Although life may be full of friendships of man with man and woman with woman and of man with woman outside the family, none of these associations equals, in satisfaction and importance to the individual, the companionship of husband and wife. A third essential function of the family is to *provide emotional security* for its members. This is closely related to those previously mentioned, but it applies to all members of the family and to all ages. Home, the seat of the family, is a refuge. The hurt child runs home; so does the unsuccessful young man or woman who has been defeated in the first attempt to be independent. Home is the place where we can go without being invited, where we do not have to earn a welcome, where we can relax and "be ourselves."

A possible fourth essential function is *housekeeping*, the task of providing food and shelter for the members of the family. Some two thirds of the adult women of our society are housekeepers, doing work that could be done by a fraction of their number if we had multifamily housing and feeding arrangements. The work of buying and preparing food, cleaning house, and washing clothes could be done much more cheaply than under the present family system. But if housekeeping were to be taken over by another institution, what would happen to the other essential functions of the family? Would not the functions of child rearing and of providing emotional security be threatened?

What of Tomorrow?

WITH these essential functions of the family in mind, we may now ask ourselves what should be done to keep the family intact and to make it better able to perform its essential functions.

Several needs of the family can be met by more effective education, foremost among them being *education for marriage and child rearing*. This is a most difficult kind of education, for it deals with intimate problems of sex and courtship and calls for the teaching of attitudes as well as facts. It is more an art than a science, though it can be improved by scientific study, and it should be provided in schools and colleges, whenever the "teachable moment" comes. But most teachable moments come when people are out of school—about to be married, having their first child, having the last child leave the home. And so the task of education for marriage and child rearing is essentially a task for adult education. That is why the P.T.A. has such a great opportunity and responsibility for family life education.

Another need is that of *educating people to accept the responsibility for having children*. A significant proportion of our population—in gen-

eral those at the upper-middle and upper social economic levels—now have too few children to reproduce their numbers. This low birth rate in the upper social groups has certain advantages. It leaves vacancies among the more desirable positions, which can then be taken by the upward-moving children of working-class parents. Thus it tends to preserve democratic fluidity in our social structure. But birth control practices will bring our population to a standstill in another generation or two, and no one could hold desirable as rapid a decrease of population, led by families in the best economic position to rear children.

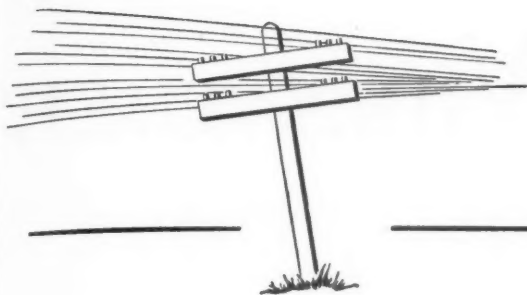
The need for individual acceptance of responsibility for having children is matched by a need for social measures to assist parents who have large families. Government-paid family allowances (in addition to the basic salary paid by an employer) and substantial income tax exemptions for children should be developed in this country as they have been in England. Social assistance should be devised so that those who have few children now may be encouraged to have more and those with very large families be helped to do a better job of providing for their children.

In Aid of the Aged

THERE is also a need for closer relations between middle-aged people and their aging parents. In other words, the American concept of the family should be that of a three-generation instead of a two-generation family. If the family exists for the sake of human happiness, as it largely does, it behooves us to remember that grandparents too deserve companionship and emotional security.

The number of people over sixty-five will double in the next thirty years, which means that the number of three- and four-generation families will increase greatly. There will be an inordinate increase of misery in our society if the middle-aged group do not learn to take more responsibility for the happiness of their parents. This does not necessarily mean that they must always take the aging ones into their own homes. It does mean that we must study and learn more about the problems of personal adjustment in old age and then put what we learn into practice.

These, then, are some of the needs of the American family if it is to serve the common good in our society. Family life is the source of the greatest human happiness. This happiness can be increased if we do two things: recognize and uphold the essential values of family life and get and keep control of the process of social change so that it may enable family life to perform its essential functions. The future of the family is in our hands, and with it the health and happiness of our people.



Notes from the

NEWSFRONT

The Vanishing Pox.—It looks as if there soon won't be any smallpox at all in this country. Last year, 1947, only 173 cases in the entire nation were reported. This represents a reduction of more than 50 per cent in a single year and more than 98 per cent in ten years. The disease is now largely concentrated in Indiana, Texas, Ohio, Kansas, New Mexico, and Missouri. Vaccination and periodic revaccination can wipe out smallpox everywhere. Canada achieved a perfect slate in 1947!

Some Prices Are Lower!—In 1854 aluminum cost \$545 a pound. It was so precious that Napoleon III took great pride in his aluminum table service while envious lesser folk had to make do with gold or silver. Since then, however, inexpensive methods of processing the metal have reduced the price to 14 cents a pound.

Friendly Frontiers.—Some 80 million people were counted crossing the borders of the United States last year, although actual immigrants totaled only 147,292. Ninety-seven per cent of those 80 million were shoppers, sightseers, workers, and commuters—at least half of them American citizens. Almost 35 million traveled to and from Canada, and another 42 and a half million went in and out of Mexico.

Educational Editor.—John W. Studebaker, U.S. Commissioner of Education for fourteen years, resigned on July 15 to become vice-president and chairman of the editorial board of *Scholastic Magazines*, the weekly publications used in classrooms throughout the country.

Red Feather Time.—In most American towns and cities the months of September and October mark the beginning of another annual Community Chest drive. This system, whereby the social agencies of a community may raise funds through a collective appeal once a year, began in Denver back in 1888, just sixty years ago. Cleveland adopted the plan in 1913, and since then it has become more and more popular.

The World's Best Books.—A panel of experts from eleven countries met at UNESCO House in Paris last June and drafted recommendations for translating into their various tongues the great books of all nations. The initial lists will be drawn up in three groups: recognized classics written before 1901, modern classics up to 1939, and contemporary masterpieces. UNESCO will lend its encouragement and facilities to the project.

Where Parenthood Pays.—About forty nations now have systems by which the government helps parents out financially in the long and expensive job of child bearing and rearing. Among them are Britain, Canada, Australia, and New Zealand.

Girls Get Together.—As we go to press, representatives of the more than three million girls who are members of Girl Guide or Girl Scout organizations in twenty-four countries of the world are gathering for a conference at Cooperstown, New York. Joint hostesses will be the Girl Guides of Canada, the Bandeirantes (Girl Scouts) of Brazil, and the Girl Scouts of the U.S.

Shifting Classrooms.—The bulging city of Seattle is meeting the acute school crisis caused by the recent baby boom by building primary schools that may be moved, one or more classrooms at a time, to wherever they are needed in the city. It has been estimated that moving a classroom unit across the city and attaching it to another school will cost only five hundred dollars.

Librarians Look Ahead.—The American Library Association has announced a four-year program to achieve six goals: (1) expansion of opportunities in adult education; (2) provision of more specialized services for business, labor, farmers, children, and parents; (3) recruitment of 16,000 additional librarians; (4) development of a program of popular education on great issues that concern everyone; (5) improvement of library salaries, working conditions, and administration; and (6) establishment of adequate library service for the more than 35 million Americans who have none at all.

Waterloo in Iowa.—Drunken drivers are meeting their Waterloo in the Iowa town of that name. There motion pictures are used to obtain court evidence of drunkenness. A movie set has been established in the basement of the police station and a black stripe painted across the floor. As the accused driver attempts to walk along the stripe and undergoes other tests, the camera preserves a record that leaves little room for argument.

Streamlining KP.—At long last potatoes are being peeled automatically. From the state of Washington comes word that these peeled potatoes can also be delivered to the customer all sliced and ready for cooking as french fries, hash browns, julienne, or plain boiled. The unjacketed potatoes are treated with a tasteless preserving fluid that keeps them from turning dark.

A NOTICE TO OUR SUBSCRIBERS

If the first two code figures just below your name and address on this issue of the magazine are 10-48, this means that your subscription will expire with the October *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the November issue. Send one dollar to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois.



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WHEN THEIR

ERNEST G. OSBORNE

First of all, it is important to recognize the fact that these ways of feeling and acting, like all other behavior, have their roots in childhood experiences and relationships. No truer thing was ever said than "The child is father to the man." As parents and teachers, then, we have both the opportunity and the obligation to try to understand what things may happen in childhood that give rise to an oversensitive attitude toward others. It is only by this means that we can hope to prevent unhappiness and dissatisfaction.

Uncertainty, the Taproot

ALL OF US, children and adults, have a driving need to feel that we belong, that we are loved and accepted. We need, too, the satisfaction that comes from approval of the things we do. These needs are basic in the maturing process. But there are many situations and relationships in which one or both satisfactions are denied us.

Favoritism. For all sorts of reasons parents not infrequently show that they love one child more than another. Perhaps Mary Anne was born at a time when everything was just right with the family, whereas Rebecca appeared on the scene when things weren't going so well. Douglas may look and act like a well-beloved father or uncle, whereas Donald is just another child. Irene has learned to do whatever is necessary to please Mother and Dad, but Suzanne is independent and wants to know the reasons for everything. Many different factors are involved in building an attitude of favoritism in parents.

Unfortunately if a parent feels more warmly toward one youngster than toward another, he usually finds this difficult to conceal. Without realizing what he is doing, he may see that special treats come more often to the favored one. The clothes that are bought for Mary Anne somehow turn out to be more attractive than Rebecca's. Suzanne seems to need more discipline than Irene does. When Irene disobeys, it is only because she didn't understand, while with Suzanne it's just deliberate defiance.

And these things have their effects. Children soon begin to sense that they aren't being treated fairly. Naturally they become jealous of the fa-

EACH OF US numbers, among our adult friends and relatives, some whose feelings are much too easily hurt. There's Aunt Molly, who feels very bad if we forget to send her a birthday greeting. There's the old school chum who sulks when we talk at any length about how well some of our friends are getting along. Or she may try to "tear them down" by pointing out supposed weaknesses. We must be sure to call on the Joneses just as often as we do on our other friends, or they will feel that we don't care for them any longer. And Tom Allen always has a chip on his shoulder. He finds an implied criticism in everything we say.

It's uncomfortable to be with such people; one has to be too careful about hurt feelings. They're unhappy about themselves and life in general. In being so, in feeling that the whole world is against them, they make others unhappy too. Surely if there is anything that can be done to avoid the development of such attitudes in our children, we ought to try to do it. But *can* anything be done?

**This is the first article in the series
"Psychology of the Elementary School Child."**

FEELINGS ARE HURT

THE HURT feelings of children are too often disregarded, not because parents and teachers are indifferent but because they do not realize what serious damage a festering hurt can do. This article explains, on a sound psychological basis, how to detect emotional hurts—and, better yet, the most promising methods of preventing them.

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Comparison. How easy it is to say, "Johnny, why can't you act as nicely as your cousin?" or "Your father always got good grades when he was a boy; I don't understand why you don't!" To most of us such questions or comments seem reasonable. We think they will help our youngsters improve their conduct.

Sometimes we may not do it quite so bluntly. We talk about how proud Mrs. Drake must be when her boy is head of his class. Or we dwell on the lovely manners all the Smith children have. But the point gets over just the same. The youngsters know that we are really saying "Go thou and do likewise."

Adults who, when children, were subjected to this constant comparison, show its effects. Often they have acquired a lasting feeling of unworthiness. They may struggle constantly to prove to the

world that they are as good as others or better. They may criticize others continuously to ease the sting of the feeling that they are inferior. Or they may just give up and drift along without trying to accomplish anything. Most of them have been deeply and permanently hurt.

Sarcasm. Even more devastating in its effects on personality is sarcasm. The parent or teacher who is irritated by what seems to be a child's "show-off" behavior and says sneeringly "You must think you're somebody pretty important" cuts to the quick. Children are quite helpless before this approach. Classmates or brothers and sisters of the youngster who is so attacked are likely also to be affected, for each of them feels that he will be the next victim.

Discrimination. It is still true that, in what we like to think of as a democratic society, there are many kinds of discrimination based solely on whether a person belongs to a racial, religious, or economic group that is generally felt not to be as good as the majority group. From the earliest years, children of these minority groups are deeply hurt by what others say about them and by the slighting treatment they receive. Tormenting, mean words, such as "kike," "nigger," "poor white trash," or "shanty Irish," get in their dirty work. These children see that their families are not allowed the privileges available to other American families. In all sorts of ways they are made to feel inferior, less important than others.

Any of these experiences may cause permanent damage to the child's ego, to his self-respect and confidence in life. If a child is rejected, if he is compared and found wanting, if he is judged solely on the basis of his mem-



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bership in a particular group, it is inevitable that he will feel inferior.

Unhappiness, the Blight

HOW CAN we know that a child's feelings are hurt? He doesn't always tell us in so many words. What are the signs of deep inward hurt? Students of human behavior agree on some of the cues. One must be careful not to jump to conclusions too quickly, but the symptoms listed briefly here usually indicate emotional wounds.

Withdrawal. The child tends to concentrate on solitary activity. He finds companionship only with one or two other youngsters who are in the same boat. He is unusually shy and timid.

Hardening. The child shows an apparent contempt for the opinion of others, taking a "hard-boiled" attitude. He is indifferent to good manners and accepted ways of behavior.

Aggression. The child adopts a policy based on the idea that attack is the best defense. He makes fun of others and is always ready for a fight.

Obsequiousness. The child makes constant attempts to please. He is given to self-depreciation; the other person is always right.

What can be done to avoid these hurts, and how can we neutralize them once they have occurred? Here as elsewhere it is easier to describe trouble than to do anything about it. Nonetheless there are promising preventive measures and antidotes that have proved successful in many cases.

First of all, the whole question of competition needs examining. The effects of favoritism, comparison, and minority discrimination all arise from the concept of competition in one way or another. It is a popular theory that since children must learn to live in a competitive world, they should be subjected as early as possible to competitive experiences. To measure oneself against others is assumed to be both necessary and desirable. Logically this makes sense, perhaps, but the best preparation for effective competition in adult life is a childhood rich in successful achievement and the self-confidence that results from it.

If a child knows that he is fully accepted and loved by his parents and teachers, he will have faith in himself now and be able to hold his own later. Therefore, in the early years, we should do everything possible to give him a feeling of worth-whileness and provide opportunities for successful achievement.

Naturally, a child should not be overprotected. He will have his defeats; he will feel from time to time that he can't do things as well as his companions can. This is good; he needs to learn his limitations. But such learning should be gradual,

and it should always be accompanied by the assurance of others' love for him and their confidence that next time he will be able to handle things better. Among the experiences that help him is learning to take good-natured teasing from others in the family. Parents must be ever on the alert, however, to recognize the point at which this becomes harmful. It can be guided in such a way as to protect the child against the gnawing pain of feeling pushed outside the family circle.

Understanding, the Healer

WHEN a youngster is surrounded by the understanding and loving acceptance of his family, he is much better prepared to take gruffness and unpleasant behavior from outsiders. Witness the four-year-old of whom Jean Grossman tells in her recent book, *Life with Family*. He was visiting a fair with his grandmother and was so interested in what the attendant at one of the booths was doing that he made his way backstage. In a moment he came out beaming. "Grandma," he said, "the man talked to me." "And what did he say?" asked his grandmother. Still beaming, Billy answered, "He said 'Get out of here!'" What confidence that showed in the essential goodness of everybody!

Another method, more directly educational, is helping the child to understand the causes of aggressive behavior that otherwise might hurt his feelings. It isn't too hard, even for a young child, to learn that people who are tired or have a headache are more likely to be cross or to say cutting things than if they were feeling well. He can also be helped to see that those who shout at him for bouncing a ball in front of their house or for making a noise don't necessarily dislike him personally but may not know much about children. His mother may scold him severely, too, when he accidentally steps into the street, but he can be helped to see that it is because she fears he will be hurt. To many people it comes as a surprise that children can understand such things, but nobody who has worked with children can doubt it.

Hurt feelings there will be for every child as he grows up. But they will be serious only when he can't be sure that people in general like him or that his parents love him. Fortunately, too, children are tougher than we give them credit for being. If, as they grow toward maturity, we constantly help them to understand human behavior and all its causes, they will usually come through without the emotional scars that have marked so many of us.

See outline, questions, and reading references on page 34.

WHAT'S HAPPENING IN EDUCATION?



• A committee of which I am chairman is preparing a program for American Education Week early in November. We would like to show films about schools and school problems to parents who come to visit at that time. What films would you suggest?—R. S. Y.

THESE occur to me as being especially useful: *Better Tomorrows*, *Pop Rings the Bell*, and the McGraw-Hill Teacher Education series. If you have the problem of educating your community toward more progressive school practices, then I strongly recommend *Better Tomorrows*. This shows students supplementing their studies of the theory of democratic government in operation by working on actual civic problems. Incidentally the photography will give your audiences quite a thrill. Both *Better Tomorrows* and the McGraw-Hill series present the secondary school scene.

Pop Rings the Bell was filmed by the National School Service Institute with the advice and assistance of competent educators. Through the eyes of "Pop," the school custodian, it dramatizes the value of schools to our American democracy. A good picture if you have a school finance problem.

Although the McGraw-Hill series is designed for use in training teachers, I think you will find the films also valuable for explaining modern techniques in education. One shows the wrong way and the right way to teach a class. Another shows how a skillful teacher brings out the talents of a shy girl. Try to preview all five films in the series and select the one or two that will serve best in your situation.

Your school or local audio-visual director can tell you where and how to secure these films and

others. If you aren't fortunate enough to have such a person at hand, write to your state film library and consult your N.E.A. handbook on American Education Week.

• We wish to establish a good student council in our school. Where can I turn for advice and information? —P. A. M.

TO Paul E. Elicker, National Association of Student Councils, 1201 Sixteenth Street Northwest, Washington 6, D. C. From him you should be able to obtain the 1948 *Handbook for Student Councils*, scheduled for September release. This handbook contains the best ideas put forth by student and faculty representatives from four hundred student councils when they met in Washington last summer. Mr. Elicker estimates that ten thousand of the nation's twenty-five thousand high schools now have student councils.

• I read in the newspapers that industry has in many cases granted workers a third round of wage increases. I also read that the cost of living is soaring to new peaks. Where do these trends leave the teacher? Should he also ask for another round of wage increases? What about the value of the retirement payments that will eventually be due him?—J. L.

EVERY time you read in the paper that the cost of living has gone up, you can consider it a snatch at the teacher's pocketbook, because teachers' salaries always lag behind an upward movement of prices. Just how the average teacher has fared since 1930 appears in recent figures compiled by the National City Bank of New York. If you take the 1930 figure as 100, the teacher salary index (stated in terms of dollar buying power) rose to 120 in 1935. Failing to rise with the wages paid in war industries, the index dropped back to 103 in 1945. Salary raises brought it up to 109 in 1947. Now it may be going back toward 1930 levels, a status no one wants to celebrate with ringing bells and firecrackers.

What has happened to other workers meanwhile? The coal miners have lifted their actual buying power nearly 100 per cent—from 100 in 1930 to 191 in 1947. The salaries of auto workers

THIS department gives parents and teachers up-to-the-minute information on current educational trends, presented in the form of answers to questions from our readers. The director, William D. Boutwell, educator of broad experience, tells us what is going on in the schools of today and what may be expected in the schools of tomorrow.

and railroad workers, like those of teachers, are down from earlier high points. Yet these people are comparatively better off, with 1947 indexes of 139 and 122 respectively.

Hurt worse than almost any other large group are the men and women living on pensions. Their precious \$100 of 1930 dwindled to \$75 in purchasing power in 1945. Last year it dropped to \$65, and it is now about \$50. Not much of a reward, is it, to be paid for years of faithful service in money worth fifty cents on the dollar?

How we shall interpret these startling trends only time can tell. Some think that from now on the "take" of the industrial worker and the farmer will always be larger than heretofore. Some expect a depression to readjust the balance of worker incomes in the direction of the 1930 positions. Others claim that the 250 billion dollar war debt must be paid for somehow and that the burden will continue to fall most heavily on those least prepared to resist it.

Frankly I doubt whether teachers can expect additional salary increases of any great amount from local or state sources. Their only hope is in federal aid. As I write this, that hope is wilting in the heat of politics. It will probably take a more severe crisis to get a federal aid bill passed.

- We have purchased radio receivers for all the rooms in our school and now would like to know where to find a guide to programs that can be used in classrooms. Can you help us? Where can we secure a list of the programs on the American School of the Air?—Mrs. W. F. G.

THERE will be no list of programs on the American School of the Air this year because that series, the oldest service for schools on the networks, has been discontinued by Columbia. No one of the four networks now has any program especially planned for school use. NBC, however, has announced a University of the Air plan—an adult education program calling for coordinated listening and study by individuals. A number of universities and colleges will cooperate, and NBC public service programs will serve as "courses."

Many reasons have prompted the networks to give up their attempts to provide regular service to the schools, as BBC does for British schools. Most important is the time differential in the United States. A program produced at 11 a.m. in New York reaches the West Coast before school opens. Economic problems, too—notably the cost of developing television—affect network decisions.

But don't throw out your school radio receivers! There is much of value on the networks and on local stations. Consult the Federal Radio Education Committee's list of programs for school listening in the October 13 *Scholastic Teacher*.

Also, consult your local radio station managers. You may find them eager to provide programs for schools but very much at sea about what to put on. In this case you can help. How? Form a city- or county-wide committee on education by radio. Decide what kind of programs you want and how you can promote radio listening in the schools. Then call on the managers and tell your story.

There are two sources of excellent educational programs to which you can direct your local manager at once. Gloria Chandler Productions has nearly forty recorded fifteen-minute programs in its *Books Bring Adventure* series. These have been used on more than two hundred stations, and they send children flocking to libraries for books. Second, the Institute for Democratic Education has several series of excellent educational programs which may be obtained by your station manager without cost. For other ideas write the U.S. Office of Education, Washington 25, D. C.

As a final suggestion I would urge you to establish your own educational FM station. The cost is now quite low, and more and more city school systems and universities are doing it. Such stations offer teachers the only real assurance of an ample supply of radio material at the time they want it and the way they want it!

- I am on a committee to develop a program in our school that will promote racial and religious understanding. In what grades should this program be concentrated?—Mrs. S. A. F.

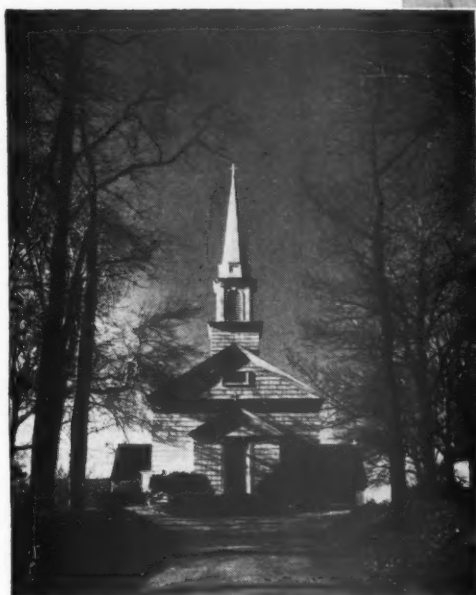
EVIDENCE from a study now going forward in the Philadelphia public schools indicates definitely that such a program should begin very early, even in the kindergarten. Careful investigations reveal that small children are often bundles of prejudices, possessing weird, irrational biases about Negroes, Jews, Catholics, and others.

More happily, the project seems to demonstrate that schools can melt away these unreasoning prejudices. Children who thought all Jews were shopkeepers were astounded to meet a Jewish dentist. They were surprised to discover clean and attractive Negro homes. A nun who came to the playground changed their views of Catholicism.

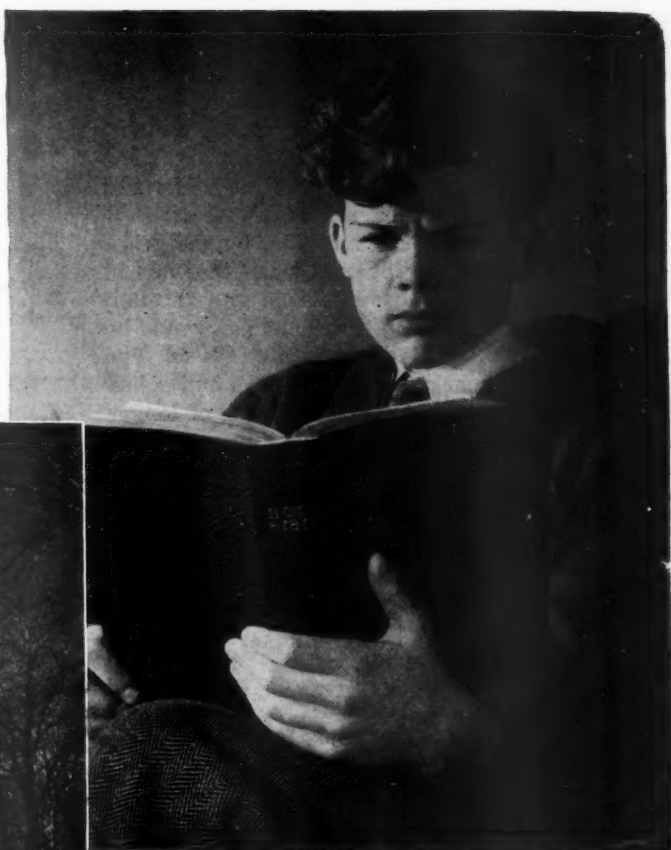
The findings show (writes Catherine Mackenzie in the *New York Times Sunday Magazine*) how intensely children live in the world immediately around them, that the thing they see and hear and feel is the thing they become, that prejudices are not "taught"; they are "learned." The classroom experiment suggests that prejudices can be unlearned; that the understanding, acceptance, and respect of democratic living can be taught; and that by seeing, hearing, and doing together, the schools can teach it.

For more assistance write to the Bureau for Intercultural Education, 1697 Broadway, New York 19, New York.—WILLIAM D. BOUTWELL

Look Homeward, America



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JOSEPH R. SIZOO, D.D.

FOUR factors have entered into the making of civilization: the home, the school, the church, and the state. Of these, the first three are the most important, and the last is the least important. But now—such is the time in which we live—the three most important are delegating their duties to the one that is least important. Up and down the country today, the home, the school, and the church are largely disregarded; the state is becoming the end of everything, until one is provoked to paraphrase the matchless words of the Twenty-third Psalm after this fashion: "The State is my shepherd, I shall not want. It leadeth me beside the still waters. It even restoreth my soul."

Now, how did we get this way? How does it happen that the three most important institutions we have should be increasingly disregarded? The answer is rather simple. For the last four centuries a perilous philosophy has been gnawing at

the soul of man, eating into his spiritual fiber. It is the most dangerous, insistent, and ruthless philosophy that organized Christianity has faced in the whole two thousand years of its existence. It is the philosophy that proposes to build a society in which man is sufficient unto himself, and it is a philosophy that has had a profound effect upon the home, the school, and the church.

A Spiritual Problem

How much ground have these three great institutions lost, and how can they recover it? That is the unfinished business of every parent and every teacher.

Two attitudes prevail in the world today. One of these is a sterile and hopeless disillusionment; the other is a resurgent faith. As I travel up and down this country, meeting all kinds of people, I find these two attitudes everywhere. The disillusion-

sioned put the case like this: We don't know where we're going or what to do. We are people who walk on streets that have no foundation, who eat food that does not nourish us and live in houses that give us no shelter. What we thought was a refuge has proved to be a mirage, and what we supposed were palm trees are scarred rocks standing on the edge of barren desert sands.

We have just finished—and won, by the grace of God—another war for freedom. One would suppose that a sigh of relief would run through the world, that the fires of hope and joy would be burning brightly. The very opposite is true. The world is sinking back into ugly moods and soiled tempers and bickering cynicism. People no longer know whom or what to believe.

This attitude is not confined to the man on the street. Not long ago I spent an afternoon with one of the greatest of our American philosophers, and I said to him, "From the point of view of the philosopher, what do you think of Europe?"

He said, "Europe is filled with cynicism. We no longer ask, 'Will there be another war?' but 'How soon will it come?'"

I spoke recently at a large and widely known American university. Afterward I met with a group of students, and one after another had something to say about what he thought was wrong with the world. Then a G.I. got up and said, "I will tell you what is the matter with this world. Your God has let us down."

The Sound of a Promise

BUT side by side with this disillusionment there exists another attitude, a resurgent faith. The search for God is on! One sees it everywhere, and it is growing. We are coming to know that modern life lacks something. A man may have a garage full of cars and a bank full of money and a house full of children and a street full of friends and a library full of books, but scratch the surface and you come upon a poverty-stricken man, behind the iron curtain of fear and frustration, hungering and longing for God. Man today is man as John Bunyan saw him three hundred years ago, a troubled creature in filthy rags with a scroll under his arm, looking for the gateway of the Interpreter.

Not long ago a young woman came to tell me that she would like to become a member of my church. First of all, I asked her, "What

OUR founding fathers built this land on faith. Blood, sweat, and tears they knew, but these were not all. The fairest fruits of their labors are ours today; but if we are lesser men, can we reap the harvest? Can we leave as goodly a heritage to our children? The author of this article, who opened new vistas of hope and inspiration to those who attended the recent national convention, here shares with us the promise of faith reborn.

has been your religious experience in the past?"

She said, "I have had none."

She was twenty-six years old, and she had never heard anyone pray.

I talked with her and her husband many times. Toward the end of our conferences I asked them, "What was it that brought you to me in the first place? Why did you come?"

The young husband answered. "You see, we have a baby, seventeen weeks old. We don't want that baby to miss what we have missed. We think it must be God."

Along with disillusionment, then, there is resurgent faith. Man is coming to know that he cannot depend altogether on science. Man has learned at last that science has its limitations, that only God is omnipotent and unlimited. At the point beyond which science cannot go, God stands unchangeable, now and forever.

Science can rebuild the bombed cities of Europe and Asia, but it cannot rebuild shattered lives.



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Science has lengthened the human life span, dug deep tunnels, built long bridges, constructed tall buildings; it has enabled men to fly into the stratosphere and descend into the depths of the sea. But chiefly because we have tried to divorce it from God, it has also brought concentration camps, poverty, moral and emotional and spiritual instability, until one thinks of Carlyle's despairing words, "The universe has become a juggernaut tearing man limb from limb." And now this blundering world is crying out in longing—longing for the one thing that can lead it to peace.

Arnold Toynbee, the great historian, says that his lifelong study of history has convinced him that there is a spiritual foundation to civilization. When a nation adjusts itself to that spiritual foundation, it lives. When it refuses to adjust itself, it dies. Toynbee also prophesies that the historian of three hundred years from now will record that the middle decades of this century marked the rebirth of human awareness of spiritual values.

Faith Lights the Way

WHAT is the business of the home and the school and the church in this direction? It is obvious that education needs a spiritual concept, but this is a hard proposition for modern minds. We know so much, or think we know so much, that we incline to skepticism, not trustfulness. The modern mind is always trying to dissociate itself from the intangible and the invisible. Faith, it insists, is a fiction based on a sense of inferiority, and religion is escapism. Once a man said, "Speak, Lord, for Thy servant heareth." Today he says, "Listen, God, man is talking."

As a matter of historical record, public school systems were founded in New England chiefly so that children might be taught to read the Bible. Today the average public school reads almost every book but that one. We believe in the separation of church and state, and we will not give it up. But freedom of religion does not mean freedom from religion. Somehow or other, our schools must find ways to introduce spiritual values. If they do not, we shall become an anti-God state.

The home, too, has its contribution to make. I am one of those fortunate people who were brought up on the Book. In the formative years of my life I was never beyond the sight and sound of Scripture. After every meal my mother read a sentence of it aloud, and on Sunday evening at twilight, when the shadows lengthened and darkness settled upon the earth, my father gathered us all together to read from the Book. Even at the

time I never thought of all that as a hardship, and today I think of it as a priceless heritage. It represents the tradition that has made this country what it is, and if we lose that tradition we cannot hope for a better world.

Not long ago I was flying home from Denver. There is nothing like flying at night—stars overhead and underneath. It seems as if the Almighty has cast a robe of black velvet on the earth and sprinkled it with diamond dust. Little villages appeared, with their tiny lights, and I thought of the little homes where the lights were and how terribly important those homes were. And the thought gave me new hope.

Side by Side

IN education, in family life, and in organized religion, we need to get back to first principles. The cry of the world today is the cry for friendship. The people of the world are trying to find a technique for living together in God's will and in understanding. In the past we have talked too much about our differences. In the future we must talk more about the things that make us one. We shall have to make more of that which is our central common faith. In the world of religion, no man ever yet built a fence so high or so wide but that he shut out infinitely more than he could possibly shut in.

In the National Council of the Conference of Christians and Jews I have the great honor of representing the Protestant Church. Three differing faiths are represented; yet we sit down together and plan what we can do with our common inheritance to build a braver tomorrow. When things like that become the rule and not the exception, we may expect the dawn of a brighter day.

You know the poetry of Father Tabb. He was one of the most lovable men in the history of religion. He was walking once down a street in Baltimore when he saw a small boy bouncing a rubber ball. Suddenly a gust of wind came along, and the ball rolled into the gutter and was smashed by the traffic. The tiny boy stood there at the curb crying. Father Tabb went up to him, put his arm around him, and comforted him. Later in the quiet of his study, Father Tabb wrote this poem:

*A little Boy of heavenly birth . . .
Comes down to find His ball, the earth,
That sin has cast away.
O comrades, let us one and all
Join in to get Him back His ball!*

That is life's unfinished business.

The High Art of Belonging



I. CHILDHOOD IS THE STARTING POINT

AS a dog will turn around and around, sometimes, before it finds the right angle at which to lie down on the hearth or the good earth, so we human beings turn restlessly until we find where we belong within some pattern of relationships; until we find whom we can live and work and laugh with, rely upon in time of need, companion with in faith and perplexity. Then and only then can our minds and hearts settle down.

By circumstance or by choice, but always by psychological need, we have all been *belongers* all our lives—members of families, communities, clubs, political and social and religious bodies. Yet for all our urgent trying, we have not always, in any deep spiritual sense, been members one of another. For although our nature dictates that we must belong, it does not automatically instruct us in the art of belonging.

Precisely because our human relationships mean so much to us we are often clumsy where we most want to be at ease; we are tongue-tied where we want to speak out; we bore or alienate people where we want to draw them close. This can be tragically true, we know, within families—and no less true within church, club, and community. Certainly it is no less true within the

human family as a whole. We fumble, and others fumble, and even our dearest associations are marred by hurt feelings, jealousy, and agonizing shyness. We fumble, and others fumble, and everywhere on the face of the earth human beings walk lonely and afraid.

Tracing the Roots of Insecurity

CHILDREN are our deepest concern. Also, children are what we all once were. If we understand the *belonging needs* of children, we can deal more fairly and wisely both with the young who are in our care and with all the adults, ourselves included, who are products of past childhoods, happy and unhappy.

I sometimes wish all parents would hang upon the wall, where they could see it the first thing in the morning and last thing at night, a framed sampler bearing the legend "The Child Is Helpless." The extent to which parents realize that fact and respond to it largely determines the child's later capacity to handle life with joy and competence. Fathers and mothers need not, of course, be reminded that the child is physically dependent, that it cannot provide its own food and

shelter. This is ancient parental knowledge. But only with the development of child psychology and psychiatry have we begun to understand how helpless the child is to satisfy its own emotional needs; how precarious its psychic condition is unless the parents provide a steady, reassuring diet of love.

One important fact which has emerged from recent clinical work is that the human being reacts to emotional disturbance in its environment far more deeply, and at a far earlier age, than we used to think. It was long believed that the babe in arms—and even the toddler and growing child—lived in a blessed world of its own, immune to the worries and discontents of grownups. So long as those grownups kept it fed and warmed and did not visit upon it any overt cruelty, all was well. Psychiatrists have made short shrift of this happy illusion. On the basis of clinical experience, they are prepared to insist that even the smallest infant is “aware”—in however vague and dispersed a fashion—of any emotional tension in the environment upon which it depends for its security.

When infant Jane, for example, becomes suddenly unable to assimilate her food, she may be experiencing, at second hand, an anxiety or irritation communicated to her by her mother. When schoolboy Johnny begins to bring home poor report cards instead of the customary good ones, the cause may lie in a haunting fear bred in him when he overheard a violent quarrel between his father and mother. Wordsworth blandly assures us—and we have liked to believe it—that “Heaven lies about us in our infancy.” Psychiatrists disturbingly insist that the helpless infant

WHAT has become of serenity? The word is seldom on our lips, the quality all too rare in modern living. Parents who think its recapture is important will welcome Mrs. Overstreet's new series of articles, a skillful analysis built upon the foundation fact that human beings are natural “belongers.”

and growing child, aware of emotional tensions which they can neither interpret nor influence, may know more of hell than of heaven.

Fear Is the Foe of Peace

WHAT makes the child so vulnerable is that it feels adult moods long before it can attach these to their true causes. A man coming home at night is eagerly greeted by a small daughter who has been waiting to show him a picture she has drawn. On this particular evening, the man, usually a warm and responsive father, is so worried about his own work that he brushes the child away without a glance. Thus rejected, she has no more power to interpret this strange mood than primitive man had to interpret a strange comet in the familiar heavens.

Like primitive man, the child is afraid—and, worst of all, *vaguely* afraid. Her security is threatened, but she does not know why. Since she has been conditioned all her short life to think of disapproval as an indication that she herself has done some forbidden thing, she feels guilty, but she does not know what fault she has committed. Just as the primitive tries to placate his angry gods, so she tries to placate her “angry” father—and because his mind is on other things, she may suffer additional rebuff.

Perhaps we can best understand how such a child feels if we think of how we ourselves feel when some person whom we have regarded as a friend turns suddenly cool without our knowing why. The experience jolts us and shakes our confidence. We are left not knowing quite how to act or what to expect in the future. The chances are that we shall, like the child, *wonder what we have done that was wrong, or what we are thought to have done.* Yet we are in no such position of helpless dependence upon the friend as a child is



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upon its parents. We would have to exaggerate our own experience of rejection many times over to make it comparable to that endured by a rejected child.

In a home where warm affection is the rule, a child can, needless to say, take his share of human hurts without being permanently damaged. But in many homes children develop so pervasive a sense of guilt that it colors their whole character structure and influences their lifelong chances for happy belonging. It may make them into people who get no respite from a nagging, timid wish to placate the world; it may, in contrast, drive them to compensatory aggression or breed in them the will to dominate a world that has refused to respond to their affection.

When Parents Are To Blame

Two parental attitudes must probably share the blame for most of the stored-up, unconscious guilt feelings that distort the lives of children, and of the adults whom those children become. The first attitude is whimsiness. Where moods are undependable and rules erratic, a child cannot work out any way of behavior that will reliably ensure his winning approval and affection—that will, in brief, bring him a confident sense of belonging. Never being sure what is wanted, the child is continually subject to a sense of failure and guilt.

The second attitude is irrational severity. This is particularly damaging where the child is reproved and punished for *being what he is by nature and what he cannot help being*. In a home where everything related to sex is branded as dirty and nasty, a child will not stop having sexual feelings. He cannot stop having them. But because he cannot live up to what his parents demand, he may suffer such guilt feelings that his chances of ever becoming a happy, emotionally liberated adult will be sadly diminished, and society may suffer a real loss.

Nor will only his later sex relationships be influenced. He may grow into the kind of "good" adult whose chief occupation is criticizing others, a projection of his own self-distaste upon the world at large; or into the submissive adult who tries to get rid of guilt feelings by unquestioning obedience to authority. He will not stand a fair chance of becoming the adult who easily and happily belongs to a family or to the human family at large.

Clearly we cannot in one brief article survey all the experiences of childhood that help or hinder a person's later satisfaction in *belonging*—that give him enough deep self-confidence to feel



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at ease with other people, willing to have them appear to their best advantage.

On the Path of Understanding

ALL we can do here is get ourselves ready to tackle the problem of belonging—by realizing with our hearts as well as our minds that all human beings from the time of their birth are marked by a need to belong; that adult skill in belonging is related to all those experiences of childhood and youth out of which a sense of secure affection and self-respect can be built; and, last but not least, that we ourselves and all the adults with whom we are variously related bear, so to speak, invisible battle scars. When we are clumsy with one another, afraid of one another, jealous of one another, cruel to one another, it is more often because we have, somewhere along the line, suffered a defeat in our effort to love and be loved than because we are naturally stupid or mean.

To learn the art of belonging we must develop some warm and generous understanding of why we so often fumble our human relationships. For part of our own skill in becoming wise belongers will lie in our becoming wise about how to help others belong; how to help others slough off their fears and be happy in affirming both their individuality and their mutual need.



NPT Quiz Program

COMING TO YOU OVER STATION H-O-M-E

Through the Facilities of the National Parent-Teacher

GUEST CONDUCTOR: ESTHER PREVEY

Director, Department of Family Life, Kansas City Public Schools, and Chairman of Parent Education, Missouri Congress of Parents and Teachers

• Our daughter Mary will be old enough to go to school next fall. Is there anything we should be doing in the meantime to prepare her for such a big event in her life?

MANY parents think about this question, but usually they wait until three or four months before school entrance to ask it. Then it is a little late to do much, because preparing a child to go to school is a long-time process. By school age any youngster should have acquired certain skills that will help him to take his place confidently among his fellows. Only with such security will he be able to derive the greatest benefit from the school program.

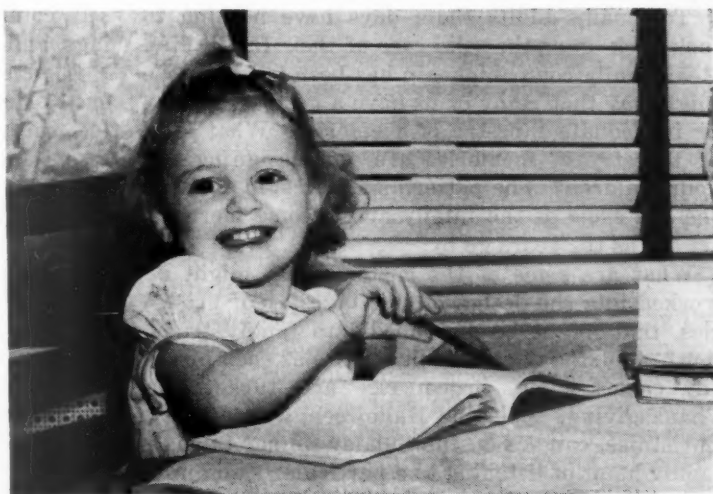
The beginning first-grader needs to be fairly self-reliant in dressing and undressing himself. He should be able to stay away from his home and his mother without feeling too bad about it. He will get along better if he has some social skills and can enjoy other children, at least to a degree. He should have, on the one hand, some respect for authority and, on the other, some independence and initiative.

He needs to know his neighborhood and something about the people and places that make up his environment: the folks next door and across the street, the postman, the policeman on the beat, the corner drugstore and the grocery store. He should have a notion of what schools are for and feel that learning is something to look forward to. It will help, too, if he has some acquaintance with the tools of learning.

It is easy to see that these accomplishments are acquired slowly. In

fact, we might say that preparation for school begins as soon as the child arrives in the world. There are some things, however, to which we can give special attention during the year preceding school entrance. Parents and older children can talk about the wonderful new experience that is coming, making school seem a privilege rather than threatening the child with the prospect of strict teachers and stern discipline.

Doing things for himself and solving the daily problems that come into his life will help the youngster to be more self-reliant. If he is not yet skilled at dressing himself, he can practice every day. He can learn his way to and from the school building. An introduction to his teacher and the first-grade room will give him confidence from the start. He can begin to learn, too, that he will be expected to come directly home after school and to greet his mother before he goes out again to play.



© Ewing Galloway

He needs to memorize his full name, address, and telephone number.

Broaden his horizons by taking him on excursions and trips to places of interest. A knowledge of animals, airplanes, automobiles, and the streets and buildings in his neighborhood will be of great value. So will familiarity with crayons, scissors, hammer, nails, wood, clay, and paint—on a creative basis.

If he enjoys books and stories, needless to say he will find this interest a real asset. Parents who supply their children with books of a suitable nature, who take the time to read aloud and tell stories, do much to start the first-grader along the right path. It is not wise, however, to teach preschool children to read, since the teacher is better prepared than the parent to do this.

Last but certainly not least, a thorough physical checkup should be a must in every child's preparations for school. It is only fair to send him off in good physical condition, protected as far as possible against childhood diseases.

Above all, we adults should realize that going to school is one of the biggest steps in a child's whole life. The more we can prepare him for it, the happier this long awaited experience will be.

● *My children very much enjoy birthday parties and family celebrations like Thanksgiving, but I sometimes wonder if they are worth all the time and effort I put into them. What do you think?*

IT seems to me that special parties, celebrations, and customs are very much worth while. Indeed they are one important way of enriching our children's background and of giving them stability in an unstable time. By this means we can develop family traditions that will help youngsters, as they grow from infancy to adulthood, to acquire a feeling of family unity and solidarity.

Too many adults these days have nothing to look back on as the solid core of their family life. Real family companionship has been lacking. We might say that many of us have a meager, scanty, or inadequate tapestry of memories. What kind of tapestry of memories are you designing for your children? The pattern should begin early in the life cycle of the family and become more intricate as the years go by.

What are some of the customs that might be worked into the design of this tapestry of memories, that might be developed into family tradition? A birthday cake with candles as each birthday comes along, brown rice and turkey for Thanksgiving, apples on Halloween, a tree every Christmas, candles on the Sunday dinner table, a family habit of listening to a particular radio program, family singing, picnics, observance of May

Day, a yearly bonfire in October, trips to the zoo, or perhaps just home-popped popcorn on certain evenings—these are only a few of the many gala events that could be woven into the tapestry of one family's life together.

Frequently in developing our family customs we tend to think that the worth-whileness of any activity depends on the elaborateness of the preparations. But in reality it is the joy of those participating that counts, not the amount of work. Simplicity rather than complexity should be the keynote.

One woman I know looks back on an annual jaunt into the woods to see the first spring leaves as one of the most wonderful things that happened in her childhood. Before she was even old enough to walk, she went off with her family, and this continued each spring until she no longer lived at home. There was no fuss; they simply went and enjoyed themselves, often taking a sandwich in order to have a little more time in the fresh air.

We might all take stock to see how our holiday festivities could be made simpler, how our parties might be given with less effort, or how the necessary work could be divided so that one person does not have to do everything. The most lasting of family traditions are developed not in terms of elaborateness but in terms of satisfaction for all.

● *How can I explain the importance of emotional security in children to my preschool study group—and do so in familiar language? "Emotional security" is still a new term to many young parents.*

MOST people who use this phrase in connection with child rearing and family life seem to mean *confidence*, and this is perhaps as good a synonym as any. As I see it, there are three very important kinds of confidence—confidence in oneself, confidence in one's environment or surroundings, and confidence in other people.

If we can arrange for children to have experiences each and every day that will help them to feel sure of themselves, to appreciate their own assets and liabilities, to enjoy successes and take failures in their stride, they will develop confidence in themselves. If at the same time we can help them to become acquainted with the world around them, gain the skills and knowledge necessary to handle or manage their surroundings, they will develop confidence in their environment. Finally, if we can help them to know and enjoy and get along with other people, those their own age as well as those younger and older, they will develop confidence in others. This is the way we build up the emotional security that is so important to good mental health.



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Your Child— But His Career

NANCY E. WIMMER

NOT long ago *Fortune* magazine, in one of its polls, asked workers if they were happy in the work they were doing. Fifty-eight per cent said they would choose a different occupation if they had the chance to do it over again. They were unhappy *because they were in the wrong jobs*. And millions of school children today face the same dark future—unless both educators and parents help them to make wise choices, in keeping with their interests and their abilities.

In spite of intensified vocational guidance activities in the schools, young people are still planning careers with closed eyes and tied hands. A study of 439 high school students in California recently indicated that only about 39 per cent of them chose careers well suited to their talents. And in

addition to ignoring their own abilities, boys and girls also ignore the very important factor of existing occupational opportunities. A survey of 1,423 students made in the Davenport (Iowa) High School by Leonard Calvert, former vocational guidance director, revealed that the number choosing professional and white-collar jobs was out of all proportion to the actual employment possibilities in the community.

What about *your* child? How is he tackling this problem of finding the field of work in which he'll be happiest, and most successful? Admittedly, this is largely the task of the school—of the advisers, teachers, counselors. They are in many ways much better equipped to evaluate objectively your child's abilities and weaknesses, his person-

AFTER schooldays, what? For many, if not most, a place in the ranks of our country's workers. But what place? As long as America remains staunchly American, there will be freedom of choice and a range of possibilities that may bewilder youth even as it inspires them. But there are ways through the maze, and thoughtful parents, accepting their responsibility as guides, will welcome help from every reliable source.

ality and potentialities. Moreover, they are often well informed on job opportunities and requirements. That is *their* job.

However, parents also have a strong influence over the vocational choice of their heirs (though they often doubt it). It seems, therefore, extremely important that parents turn their unconscious—and frequently ill-directed—influence into the channel of conscious and well-planned vocational aid for their children.

Round Peg or Square?

How best can parents help their children solve the vocational problem? Here are seven essential suggestions:

1. *Don't thrust any of your realized—or frustrated—vocational dreams on your child.* Johnny may have inherited your stubborn disposition (even that is questionable), but it doesn't follow that he shares your early ambition to become a lawyer. He is, first of all, an individual with his own pattern of abilities, interests, and vocational potentialities. So even though you may have contacts with the world's most successful law firm, with an opening just waiting for your son, restrain yourself. His happiness may depend upon your tossing those plans of yours (not his) to the wind and hiring your senior partner's son instead.

2. *Help your child evaluate his abilities and interests.* Nothing is so important in making a job choice as self-understanding. We all have romantic dreams of accomplishment, but real job happiness and success is found in the pursuit of realistic goals scaled to our own abilities.

But how does the average child learn about his abilities, his interests? School grades give some clues. The child who has a struggle in every one of his academic subjects should undoubtedly give up the thought of entering any of the professions that have high educational requirements. On the other hand, the young person with a keen interest in science, excellent grades in mathematics as well as the sciences, and a good general school record should certainly head for a career in science. Hobbies and other school activities can also indicate interests and abilities.

Score-card Counsel

BUT a more scientific approach to this problem is through the school's guidance program, through counseling and testing. Encourage your youngster to get help from the school counselor, his adviser, or his home-room teacher. Most schools offer counseling on a voluntary basis, and probably the students have to make an appointment to see the counselor.

This expert can do a great deal to help your child understand himself and his abilities. Through standardized inventories and various types of aptitude tests he will find out about his mental abilities and his capacity for such work as clerical or mechanical tasks. For instance, the *Primary Mental Abilities* tests developed by L. L. and Thelma Thurstone will give him a picture, a profile, of his own intellectual status in the areas of verbal meaning, ability to think about objects in two or three dimensions, reasoning, numbers, word fluency, memory, motor ability, and perceptual speed. An over-all score, comparable to the IQ, is also available from these tests. However, the breakdown into factors is much more valuable to the counselor in helping the student make a job choice.

Armed with a more complete and scientific appraisal of their strengths and weaknesses, your children and you, too, are better able to plan for the future.

If your school offers no such guidance service, it may be available through some other community agency. Reputable counseling services have been established in many communities today. But perhaps, with other interested parents, you can encourage the organization of guidance services within the school itself. Few other projects would pay such dividends to parents who are concerned about both the immediate and the future welfare of their children.

3. *Encourage and help your child to obtain occupational information.* Some schools offer a course in careers, usually as an elective. Encourage your son or daughter to enroll in it. If no



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such course or unit is available, try the library, often a source of excellent job information. Many school librarians have set up "job corners" where books, pamphlets, and displays on occupations are located.

But not all occupational information is found in printed form. Your friends and acquaintances can also give valuable information to your child. True, any individual is likely to give a limited picture, but in spite of this, the firsthand information gained through a visit to the office, laboratory, or plant of an interested friend can be of real help to your son or daughter.

4. *Help your child plan his work experience carefully.* Many high school students have jobs. Some work after school hours and on Saturdays, others just during vacations. Few approach this experience analytically or even understand that the part-time job can help them in selecting a career. Yet planned work experience is one of the best aids to job selection that a young person has. A high school boy once worked during the summer as a bellboy in a hotel. He discovered through this job that he liked working with people, but the peculiar hours and the night work were difficult for him. When he returned to school, he talked over the experience with his counselor. Together they tentatively selected several jobs involving work with the public but having no such strenuous hours. When the boy was graduated, he applied for, and got, a position with a furniture company that involved calling on newcomers in town. His summer job had enabled him to select the type of work in which he could be successful and happy.

Forestalling Bad Choices

SOME schools, aware of the tremendous value of work experience, have set up programs to help students get the greatest benefit possible from their jobs. If the school your child attends has no such program, his adviser or the placement director can help him choose a part-time or vacation job that will fit in with his interests and his tentative vocational plans.

5. *Discuss frankly with your child his opportunities for education or training beyond high school.* Studies have clearly shown that college attendance is closely connected with the financial status of the student's parents. In short, it costs money to go to college. Yet the average high school student has only a vague notion of this. If his friends are planning on college and his family has issued no warning, the chances are he has already signed up for a college preparatory course. In a study of 3,193 San Joaquin Valley (California) high school students it was found that 54.16 per cent of the boys were taking college prepara-

tory courses, although only 36.47 per cent of them planned to enter a profession or semiprofession.

It often happens that a student reaches his senior year before the family discusses seriously with him their inability to support him through four years of university. Then it is too late for him to take advantage of the training aspects of courses other than the college preparatory courses in his school.

Scanning the Job Horizon

TO avoid such a situation, discuss frankly with your children their advanced education—what you can do financially and what you cannot. Encourage them to investigate scholarships, cooperative college programs where they can work while they learn, night courses, and so forth. Help them plan to save money for expenses if you can't carry the whole load.

6. *Help your child to become job-conscious.* No career choice can be made if a young person is not ready to make a decision. If he doesn't recognize that choosing a vocation is a problem, his problem, he will not be interested in understanding either himself or the world of work. But you can help him recognize that problem early, and save many wasted years. Discuss jobs and his own abilities with him. Call to his attention interesting articles and newspaper stories about careers or unusual occupations. Make him aware of the difference between the requirements of his father's job and the jobs of friends and neighbors.

7. *Encourage your child to think in terms of several job choices—not just one.* The average high school student could succeed at any number of jobs. The problem is to select not just one job but a type of job or a job field. For instance, a boy may decide he is interested in selling as a career. He likes people, finds it easy to talk with them and to work under pressure. For him there are many possibilities—retail selling, wholesale selling, door-to-door canvassing, telephone soliciting, to name just a few. Or on the basis of these same abilities and interests, he might decide that he'd like to work in the merchandising field. He doesn't care whether it's selling or some other job, just so it's in merchandising. In either case, he can make sensible plans without confining himself to just one job, as if that were the only niche in the world in which he could be happy.

In brief, making a job choice is like solving any other problem. You need lots of facts. You need to evaluate them. Parents won't want to make the final decision for their children—or at least they shouldn't! But they can help these boys and girls to gather facts, about themselves and about the job world.

Poetry Lane



A Boy in Tears

The tears of a girl
Are as light as the rain
Of an April shower,
Then sun again.

And a hand may caress
A girl's bent head,
Or a voice console
For a dream that's dead.

But a boy in tears
Is a proud young flag,
That is lowered until
Its colors drag.

And only the heart
May touch his shame,
And silence alone
May speak his name.

—LEA ANN ABERNATHY

End of Vacation

He counts the days now on ten brown young fingers.
Alone in the barn, he shares his thoughts with none
Save the swift swallow that, like summer, lingers,
A small grey ghost in shadow. In the sun
The golden dust lies on the familiar floor.
He scuffs it up in swirling eddies, scans
The harvested hill drowsing beyond the door,
Whittles a willow whistle while he plans
Another season. Perhaps next year, next June . . .
And suddenly aware of growing up, and filled
With unrest, hearing the lark's ascending tune
Up the sky's ladder faint and finally stilled,
Unconsciously and for no reason he is weeping.
He has learned that beauty is for taking, but not for
keeping.

—ELEANOR ALLETTA CHAFFEE

Autumn Song

Stand on a hilltop as autumn sweeps by
Casting its purple haze up to the sky;

Stand on a hilltop in autumn and see
Magic enveloping valley and tree.

Cloud shadows romping where Persian rug shades
Lacquer the hillsides and deep frescoed glades.

Plum thickets reddening, aspens the same
Or golden as nighttime with moonlight aflame.

Sumac fires burning by roadside and stream
Framing a picture as bright as a dream.

Stand on a hilltop in autumn and hear
Autumnal harmony distant and near.

Song of the bang-board; corn gathered in;
Song of thresher; grain in the bin.

Rustling of maple leaves tumbling down,
Trundling trucks bearing produce to town.

Hear how the crickets shrill, katydids sing,
Coupled with south-moving rustle of wing.

Down from the hilltop ahead of the rain
Swelling brown pellets of newly sown grain.

—BESSIE WOLVINGTON

Discretion Does It

When your little son comes howling
That a neighbor's child has bopped him
With a rock, and for a swift revenge you thirst—
Hold your hand and save your scowling
Till you've very carefully stopped him
Long enough to find out just what *he* threw first!

—VIRGINIA BRASIER

Book-Bound

*Come out with me! The moon is low,
Hung like a beacon on the slow
Aloneness of the night. It burns
In molten silver on the ferns
And tunes a music high and sweet
In rhythm with the heart's still beat.*

*Come out! So book-bound is her glance,
Absorbed in second-hand romance,
A boy could trill a sylvan reed
For all her absent mind would heed,
Or shout "I love you" in her ear
And she would never, never hear.*

—HORTENSE ROBERTA ROBERTS

Parent-Teacher Platform • 1948-49

ADOPTED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS
AT THE NATIONAL CONVENTION IN CLEVELAND, OHIO, MAY 1948

*This is my prayer, O God of all the nations,
A prayer of peace for lands afar and mine;
This is my home, the country where my heart is,
This is my hope, my dream, my shrine;
But other hearts in other lands are beating
With hopes and fears the same as mine.*

*Oh, hear my prayer, thou God of all the nations,
A prayer of peace for their land and mine.*

—FINLANDIA

THIS fervent outcry expresses the deep-seated yearning of the peoples of the world. In it lies a challenge to every parent-teacher member today to apply more effectively our present knowledge of what constitutes a secure, healthy, happy childhood; to expand our search for better methods of meeting the needs of children and youth; and to seek ways to study the forces which are today influencing our children for good or evil.

We believe that the National Congress of Parents and Teachers is the ideal medium through which to accomplish the tasks implied in the theme of this convention: "Unfinished Business—The Child and His Future."

This Business of Education

WE believe that a free public education is the basic right of every child and that the integrity of our free public school system should be maintained and strengthened.

We therefore advocate that:

1. The quality of the teaching profession should be raised through higher standards of admission, in-service training, removal of bans on married teachers, professional recognition by the community, and adequate housing facilities for teachers. Teachers' salaries should be based upon a recognized, satisfactory, single-salary schedule that includes adequate tenure and retirement provisions.

2. The granting of liberal scholarships should be encouraged by state congresses to attract competent young people into the teaching field.

3. Whenever necessary, school districts should be reorganized into units large enough to meet modern educational needs effectively and economically.

4. Public school systems, from early childhood through junior college, with coordinated curriculums throughout, should be developed and extended, and adult education should be recognized as an integral part of that system.

5. In order to equalize educational opportunity for all children, federal aid should be granted to public, tax-supported schools with provision that it be distributed and controlled by regularly constituted state educational agencies.

6. Communities should be encouraged to utilize the trained personnel of local professions and industries to augment the classroom teaching.

7. There should be a continued development and expansion in the field of guidance and counseling through adequately trained personnel.

8. Provision should be made in all schools for experience and training in the cultural arts for every child in accordance with his interests and capabilities.

9. Emphasis should be placed on safety education in the schools, from kindergarten through high school.

10. The value of radio, television, films, and other audio-visual materials should be recognized as a means of education.

11. Further attention and study should be given to the problem of providing an adequate education for the exceptional child, particularly in rural and sparsely settled areas.

This Business of Health

WE accept the definition of health as promulgated by the World Health Organization: "Health is defined as a state of complete physical, mental, and social well-being, not merely the absence of disease and infirmity."

Since "a health program is everybody's business and its development depends upon local initiative and a knowledge of local needs," we recommend that:

1. Our present broad program of health activities and projects, initiated by the National Congress and state congresses and implemented by local units, should be continued.

2. A strong, active support should be given to the Local Public Health Services Act of 1948. One of the recommendations made at the National Health Assembly called by the President of the United States in May 1948 was that full-time health departments in every city and county or combination of counties are essential to a strong health program, and the National Health Assem-

bly pointed out that this recommendation is implemented by the National Congress bill (S.2189, H.R.5644, and H.R.5678) now before the United States Congress.

3. We should study and help to implement the National Mental Health Act, which enables states and communities to secure federal aid for mental hygiene clinics, for research in relation to mental health, and for scholarship training in this field.

4. Social hygiene education should begin in the home and should be continued in the school by adequately trained teachers, and state congresses should encourage teacher education colleges in their respective states to include social hygiene (including sex education) as a part of the required health courses for teachers.

We further recommend that public school administrators be encouraged to broaden the curriculum to include courses in health and human relations education in junior and senior high schools.

This Business of World Understanding

STATESMEN alone cannot guarantee a peaceful world. The people must insist that ways be found to establish world understanding and world good will. For this reason:

1. We advocate the pursuit of a clear and positive foreign policy by the United States. We recommend that parent-teacher associations foster and promote unwavering support of the United Nations and of its auxiliary, the United Nations Educational, Scientific, and Cultural Organization (UNESCO); unswerving faith in the peaceful settlement of disputes; and unending patience in resolving differences in and among nations.

2. Feeling that opportunities to build world citizenship are present in every community, we urge constructive action at the local level to further intergroup cooperation, encourage friendly contacts with people of other lands, and extend knowledge about world affairs.

3. We urge continued cooperation with other groups on the projects in international educational reconstruction (such as direct aid to teachers in war-devastated countries, and special courtesies and services to exchange teachers) so that through this means local units may contribute most effectively to the European recovery program.

4. We believe that atomic power should be controlled and utilized to serve and benefit mankind rather than as a force of destruction.

5. We urge that all parents and teachers avoid the exhibition of national, racial, and religious prejudice, and that they cooperate to instill in children and youth such attitudes as thoughtfulness, fairness, and generosity toward the judgment of others.

This Business of Home and Family Life

WE believe that the Objects, policies, and guiding principles of the National Congress have been and will continue to be a constructive influence on human behavior. Realizing an ever greater need for

bettering personal and social relationships, both within and without the family, we urge that:

1. Parents should recognize the teaching power of good example; that democratic family living is a foundation for citizenship in a democracy; that healthy and gracious living is an essential; that child and youth guidance is a shared responsibility which must be coordinated to be effective; and that a religious education is an important part of every child's American heritage.

2. Reading, radio, and motion pictures should be recognized as powerful influences in the molding of character and attitudes. We ask that parents exercise the utmost effort to assure availability of good books and good programs in homes and communities. We advocate guidance of children and young people toward wise and rewarding choices in each of these fields of communication. We urge parents to share these experiences with their children and to provide a rich background of cultural arts as well as other recreational opportunities in the home.

3. Local parent-teacher associations should assist parents toward better family living through the medium of unit projects and programs.

4. Wider use should be made of small discussion groups in educating for better human relationships. We reiterate our belief that informal study groups based on the courses in the *National Parent-Teacher* magazine are invaluable both in themselves and as a means of developing lay leadership on all levels of child development.

5. Appropriate courses in home and family life education should be established at all academic levels, and parents of junior and senior high school students should be invited to discuss the same material in concurrent groups.

6. Parent-teacher associations should take the lead in working toward the better integration of the educational programs of all community agencies interested in the welfare of children from preschool age to adulthood.

7. Parent-teacher groups should stimulate community efforts toward the proper solution of local housing conditions, in order to correct and counteract the emotional strains for children inherent in crowded households.

Conclusion

WE hold that the strength, stature, and quality of society is determined by the moral integrity of the individuals who comprise it. For the achievement of that integrity we assume our due share of responsibility. We shall, therefore, exact of ourselves, instill in our children, and promote in our communities standards of honor and responsibility established upon a firm faith in the abiding spiritual values. Upon our shoulders, as parents and teachers, we take the responsibility of building in our children and youth this integrity as we share the tasks involved in our "Unfinished Business—The Child and His Future."

However brilliant an action, it should not be esteemed great unless the result of a great motive.—LA ROCHEFOUCAULD.

PTA Frontiers



Action in Aiea—A P.T.A. Revived



Kilmer O. Moe
President
Hawaii Congress

IN March 1947 the Aiea Elementary and Intermediate School P.T.A. was reorganized after a period of inactivity resulting from the war. Prime mover in the reorganization was the school principal, C. J. Griswold, who, newly arrived in this Hawaiian community, saw clearly the grave need for a parent-teacher association.

The one hundred members of the reborn P.T.A. found that there was indeed much to be done. The school, with an enrollment of nine hundred, had thirty classrooms that were without electric lights. Children going to and from school had to walk perilously along the edge of a highway, there being no sidewalks. A kindergarten was needed; juvenile delinquency was a serious problem.

As for community consciousness, it was merely a spark in the minds of a few. One of the largest sugar plantations in the Hawaiian Islands had been located at Aiea for many years. At the end of the war, rising costs of operation forced the plantation company to sell out, and that sale eliminated what had been the anchor of our community life. No longer could the people look to the plantation for guidance, funds, or leadership.

Sidewalks and a Kindergarten

BELIEVING that a strong community spirit is a basic requirement for a good school, we entered upon a program aimed at the creation of just such a spirit. First we asked the board of supervisors of the city and county of Honolulu to provide sidewalks from the village to the school. We were successful. Then we petitioned the board to install adequate lighting facilities. Once again we met with success, and the new electric lights have made it possible to hold evening classes for adults—in citizenship, typing, and English. These classes have been so enthusiastically received that plans are now under way to expand the program.

Our work with the Hawaii Congress in sponsor-

ing legislation to benefit all the school children in Hawaii has helped Aiea's children materially. The legislature has provided funds for kindergartens in several schools, ours among them, and this fall we are opening our first kindergarten.

Juvenile delinquency, which reached alarming proportions in our town during the war, has been met and dealt with in two ways. We have sponsored a Dads' Patrol (*Hui Kane O Aiea* in Hawaiian), consisting of a group of men who patrol the community in pairs seven nights a week. Each man is commissioned a special officer by the Honolulu chief of police. Next, to provide a substitute for the inactivity that breeds mischief we also sponsored a softball league in which fifteen teams participate. The games are usually played off in the late afternoons during the long days of our Hawaiian summer. In addition, we hold a Teenage Night every Friday at the school. And juvenile delinquency has been reduced to a minimum.

May Day is Lei Day in Hawaii, and on May 1 this year we asked and received the cooperation of every organization in our community for a day-long program, culminating in a P.T.A. bazaar and dance. This was still another means of knitting the community more closely together.

Harmony in Hawaii

WORLD understanding is one problem that we in Hawaii seem to meet almost naturally. Our population, predominantly Oriental, consists also of Portuguese, British, Germans, Swiss, French, Hawaiians, and mixtures of all these nationalities. In short, our community—and our P.T.A.—is representative of a truly American way of life.

As we embark upon our second year with an increase of three hundred members, we look back with pride on our first. We feel we have accomplished what we set out to do. It took time; it took a great deal of effort; but each one of us who has had a part in it feels that the results have more than justified the faith we had at the beginning.

—STANLEY W. WIDASKY and ELSIE ROSS LANE

STUDY COURSE OUTLINES

For study group leaders and P.T.A. program chairmen

BASED ON ARTICLES IN NATIONAL PARENT-TEACHER: THE P.T.A. MAGAZINE

PSYCHOLOGY OF THE PRESCHOOL CHILD

Directed by Ethel Kawin

• The Inseparables: Body and Mind. (See page 4 of this issue.)

About Our Study Course Article

WITH this September article we open our new study course for 1948-49. The over-all title for this new series is "The Psychology of the Preschool Child." Why, then, did we ask a physician to write the first article—the article that keynotes the series? We did so because we recognize that the *physiology* of the young child cannot be separated from his *psychology*; body and mind are one and inseparable.

One of the first things that wise parents do for their newborn baby is to find a good doctor who will watch carefully the physical condition of the infant. If possible, they go to a physician who specializes in the care of young children and who is therefore called a *pediatrician*. In the same way we turned to Dr. W. W. Bauer, an M.D., to establish the foundation on which we build our series dealing with important aspects of psychological development during the preschool years.

We all aspire to have sound minds in sound bodies. When something goes wrong in our general health, we turn to a skilled physician to check first for any possible *physical* cause. But the modern doctor recognizes that even physical symptoms may also have *psychological* causes. Body and mind, the physical and the spiritual, are so complexly interwoven that the problem the physician faces is frequently like the old riddle of our childhood: "Which comes first, the chicken or the egg?"

In this close interrelationship of body and mind there are implications for all parents and teachers of little children. Dr. Bauer's article makes an excellent foundation for study and discussion of basic points that parents and teachers should thoroughly understand.

Points for Discussion

BEFORE deciding what type of program to use in the meeting devoted to this first article, the study group leader will carefully review the possibilities set forth in the new booklet *Study-Discussion Group Techniques for Parent Education Leaders*, just published by the National Congress of Parents and Teachers. Decisions should be made as to which type of program is best suited to this topic for each particular group. In some communities a good pediatrician, psychiatrist, or psychologist may be available to talk on the subject. If this is done, the speaker as well as all study group members should read Dr. Bauer's article in preparation for the meeting.

Other groups may decide to carry on this program without a speaker, through a symposium, panel, round table, or another type of program, taking up such major points as these:

1. Consider separately the cases of George, Nancy, and Mrs. Britton, and discuss for each case what Dr. Bauer means when he says, "The modern doctor calls these cases *psychosomatic*, which literally translated means 'soul and body.'"

2. What does Dr. Bauer mean when he says, "These illnesses derived from the realm of the spiritual are no less real than if the victim had been slugged with a club and his skull fractured?"

3. Why is the emotional atmosphere in the home, the nursery school, and the kindergarten of vital importance to a child's healthy growth and development?

4. Discuss concrete ways in which parent-child and teacher-child relationships affect children's physical and mental health. Do the same regarding relationships between parents and among children in the family circle.

5. Dr. Bauer reminds us that even the best of parents are not infallible and that the child is not "ruined for life" by occasional mistakes or omissions. "It is the general trend that counts," he says. Describe the kind of atmosphere in the home and in the school which produces a "general trend" that is good for the young child's physical and mental health.

6. Our author reminds us that the interplay of the emotional and the physical works both ways. Bodily symptoms may be due either to physical or to psychological causes, but physical causes also produce both psychological and physical effects. Why is it always wise to check first with a physician to see whether bodily or behavior symptoms may possibly be due to physical causes? Give several examples of physical ailments that appear to have their sources in emotional or mental attitudes. Give several examples of the opposite—that is, mental or behavior symptoms that are caused by physical illnesses.

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PSYCHOLOGY OF THE SCHOOL-AGE CHILD

Directed by Eva H. Grant and Ralph H. Ojemann

I. CHILDREN IN ELEMENTARY SCHOOL

• When Their Feelings Are Hurt. (See page 14 of this issue.)

Comment

ANY adult with a good memory can frequently recall days from his childhood when life looked utterly black, and nobody, not even Father and Mother, understood. Sometimes the remembrance of a past hurt amuses the adult; sometimes it brings back, with a rush, all that scalding pain; and sometimes,

as any psychiatrist or psychologist can attest, it has seared so deeply that one's entire emotional life has been crippled. This is why it is so important that more light be thrown on the subject of children's wounded feelings, so that parents may be shown clearly what help is needed and how they can supply it.

Pertinent Points for Discussion

1. As you look back on your own childhood, what do you recall hurt your feelings most? How long did it take the hurts to wear off?
2. According to Dr. Osborne, what are the situations and relationships that wound children's feelings?
3. What are the signs that usually tell us a youngster is hurt?
4. We all agree that a child should know he is loved and accepted by his parents and teachers. But in what specific ways does this knowledge prepare him for the hard realities of the world in which we live?
5. On the other hand, what serious damage may be done to the personality of a sensitive young person to whom every slight—real or imagined—is a source of acute anxiety?
6. How can a parent help his children to wean themselves from the belief that every time someone seems cross or indifferent to them, they are the cause of that behavior? What is the effect on the growing personality if such self-absorbed thinking continues beyond early childhood?
7. Explain how you would handle the following situations:
 - Your ten-year-old daughter comes home from school quite distraught. When you ask her why, she bursts into tears and wails, "Alice (her best friend) didn't pay any attention to me today! I tried to tell her that you're going to take us to the movies Saturday, and she wasn't even interested."
 - Tommy, your son, aged eleven, has been acting "impossibly" all summer, ever since his older brother came home from his first year at the university. He is cross, sulky, and cannot stand the slightest teasing, especially from his brother. When you try to cheer him up or to find out what's wrong, he says morosely, "Why can't you leave me alone? Why does everybody pick on me?"

II. ADOLESCENTS

- Learning To Decide. (See page 7 of this issue.)

Comment

THE ability to make a decision with a reasonable amount of speed, and then stick to it, is one of the outstanding marks of the man or woman who is emotionally adult. Some of us are middle-aged before we attain it; some of us, unhappily, never attain it at all. But in most cases the latter result is due to unwise guidance or to a lack of guidance of any kind. Years may be salvaged in the young person's life—and indeed that life may be made happier and more useful—if he is taught, through independent experience and cooperation with others, how to arrive at decisions without wasting any time or worrying about them afterward.

Pertinent Points for Discussion

1. Mrs. Gruenberg describes certain situations in which young people can do the deciding. What are some others, taken from your own experience or observation, that give adolescents a chance to make their own choices about things that really count?
2. Why is good training in the handling of money such an excellent aid in guiding young persons to learn to live on their own?
3. What are the mental steps involved in making a decision? Why is it so important for young people to understand that parents don't know everything, that no one is infallible?
4. If you were serving on a committee whose task it was to develop activities encouraging initiative, resourcefulness, and citizenship responsibility in young people, what recommendations would you make to the school, the church, the community, the I.T.A.?
5. How would you go about testing your adolescent boy to determine whether or not he could decide which college or university to attend? When is an adolescent girl ready to be trusted with a lump sum of money to spend for her winter wardrobe?
6. Why is a chance to make mistakes so essential a part of growing up emotionally?
7. What will be the ultimate effect upon our national life if we continue to deprive young people of certain work and citizenship experiences until they have reached what we call adulthood?

Program Suggestions

SINCE this article deals with a subject that all of us know something about, it would be a good idea to throw the meeting open to a general, informal discussion—under a good leader who will keep it focused on the above questions and other important points in the study course article. It would be most profitable also to have as guests two or three "resource persons" who could be called upon for expert opinions and information. A psychologist, guidance worker, Girl or Boy Scout leader, physical education teacher, or juvenile court judge—all these would be qualified to discuss the effects of hurt feelings on young personalities. An interesting film with which to launch this discussion is *The Feeling of Rejection*, produced by the National Film Board of Canada and available from film loan libraries.

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Program Suggestions

A GENERAL discussion, with the whole group participating, can be planned around the foregoing questions. Four of the members of the group could form a symposium, each one being assigned a specific question. Questions 1, 4, 5, and 7 lend themselves particularly well to five-minute presentations. The discussion can then be thrown open to the entire group.

If outside speakers are invited, question 1 could be given to a minister, question 4 to a teacher, question 5 to a member of the school board, and question 7 to a psychologist, psychiatrist, or a teacher who understands the principles of mental hygiene. If the meeting is held at a time when young people can attend, the leader might plan either a panel or round-table discussion in which several adolescents participate—or perhaps set aside half an hour at the close of the session in which the young people can state their views on this matter of living on one's own. Finally, such films as *Alice Adams* (Human Relations Series, New York University) and *You and Your Family* (Motion Picture Bureau of the Y.M.C.A. and *Look Magazine*) can be used to supplement the article and to focus study group discussion.

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Motion Picture PRELIMINARIES

ALTHOUGH much pioneer work in teaching motion picture evaluation has naturally been done near the film capital, such courses as those described by Mary Alice Uphoff in the June issue of this magazine are not limited to Los Angeles. Peter Burnett Junior High School, San José, California, selected as the theme for its 1948 graduation program the social and cultural values of the motion picture. The choice was a direct outgrowth of a year of classroom practice in reviewing, discussing, and rating current films. Following are excerpts from the students' discussion, presented for the benefit of adults attending the commencement exercises.

MANY teen-agers are so gullible that undesirable pictures have a bad influence on them. Often, too, the people of other countries who see our pictures have the wrong impression of America. There must be some way to keep this kind of picture from being made. And there is a way. It has been proved that the largest part of the moviegoing public is made up of teen-agers. Therefore if we teen-agers patronize only the best pictures, the others will lose money and better ones will be made.

But how are we to learn which ones are best? Here at Burnett we answer that question by choosing, once a week, a panel of five students. Four prepare individual reviews of recent movies; the fifth acts as chairman. Each reviewer names the picture, the producing company, the director, and the leading players. After a summary of the plot he comments on settings, photography, costumes, and musical score. Then he and the class discuss the important points and what the director tried to show.

During these discussions the class learns to discriminate between the good and the bad, to join their opinions with others in the group, exemplifying the principles of true democratic action. When the movie has been completely talked over, the class rates it as excellent, good, fair, or poor and judges whether it is suitable for adults, mature family, family, or children.

WE have learned much from our movie unit. We have learned about the social effect of movies on our generation. We have learned how boys and girls may go astray with ideas gained from pictures glorifying crime and corruption. We have discovered the importance of culture and art in good motion pictures. And we have found out something we probably never realized before—that our movie habits play a big part in the building of our characters.

We are convinced that, though the motion picture is the common language of the world, it must not be used wrongly. It must be used as a way to picture our own and other people's lives, thus bringing better understanding throughout the world.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE (From 8 to 14 years)

A Date with Judy—MGM. Direction, Richard Thorpe. This delightful musical comedy set in Santa Barbara and filmed in Technicolor brings to the screen the well-known radio characters from the program of the same name. Jane Powell makes a captivating Judy. Her songs are a highlight of the picture. The happy atmosphere of real homes and the gay mood prevailing throughout make for refreshing entertainment. Cast: Wallace Beery, Jane Powell, Elizabeth Taylor, Carmen Miranda.
Adults 14-18 8-14
Good Good Good

Deep Waters—20th Century-Fox. Direction, Henry King. A nice feeling of reality is given to a story of an orphan boy by an almost documentary presentation of lobster-pot fishing off the coast of New England. The cast gives sincere, true-to-life characterizations of the people of the fishing village. The highly dramatic climax is reached in a memorable rescue at sea during a storm. Though the film is exceptionally good for children's programs, adults will find it equally enjoyable. The screen play is based on the novel *Spoonhandle* by Ruth Moore. Cast: Dana Andrews, Jean Peters, Cesar Romero, Dean Stockwell.
Adults 14-18 8-14
Good Exceptional Exceptional

Easter Parade—MGM. Direction, Charles Walters. The backstage story that holds the song-and-dance acts of this musical together has been told so many times that it is worn threadbare. However, although the acts taken from the Ziegfeld era are outdated and of insufficient merit to justify their elaborate and expensive costuming and setting, Fred Astaire is as versatile and pleasing as ever in his dance numbers. Without him the production would be just an average musical. Cast: Judy Garland, Fred Astaire, Peter Lawford, Ann Miller, Jules Munshin.
Adults 14-18 8-14
Yes, for the dancing Yes Yes

Melody Time—Disney-RKO. Direction, Eliot Daniel and Ken Darby. A delightful Disney fantasy combining live actors with fascinatingly real characters drawn by the incomparable Disney artists. The picture consists of a series of unrelated sequences, topnotch bands, and singers whose musical numbers are illustrated by superb animated cartoons and stories of adventure and American folklore—all cleverly spaced so that the entire production moves ahead smoothly and entertainingly. The cartoon characters are unbelievably real and graceful—almost human. Cast: Roy Rogers and Trigger, Dennis Day, The Andrews Sisters, Fred Waring and His Pennsylvanians, Freddy Martin, Ethel Smith, Frances Langford.
Adults 14-18 8-14
Outstanding Outstanding Outstanding

Mickey—Eagle-Lion. Direction, Ralph Murphy. An amusing comedy starring a young actress, Lois Butler, whose singing adds much to the picture's entertainment value. She is cast as a small-town, tomboyish adolescent whose doctor-father, a widower, is pursued with marital intent. The plot affords opportunity for many humorous situations of which the director

freely avails himself. The cast is good, especially Hattie McDaniel as a long-suffering maid. Cast: Lois Butler, Bill Goodwin, Irene Hervey, John Sutton, Hattie McDaniel.
 Adults 14-18 8-14
 Good Good Good

Northwest Stampede—Eagle-Lion. Direction, Albert S. Rogell. Lake Louise is the setting for this romance of a girl ranch foreman and the son of the owner. It is filled with the excitement and adventure of stampeding horses and the taming of a beautiful white stallion. Cinecolor adds beauty to the photography of the Canadian Rockies, but the acting is not always convincing. However, it is a novelty to have a story set in the West without a villain and gun battles. Cast: Joan Leslie, James Craig, Jack Oakie, Chill Wills.
 Adults 14-18 8-14
 Excellent of the type Excellent Excellent

FAMILY

(Suitable for children if accompanied by adults)

The Black Arrow—Columbia. Direction, Gordon Douglas. Swashbuckling adventure with a touch of romance marks this adaptation of the novel by Robert Louis Stevenson. It is the story of a young English knight and his return to his father's castle at the end of the Wars of the Roses, to find his father murdered and his uncle in possession. The hero's desire for vengeance reaches a climax in a joust so fierce and bloody that it is impossible to recommend the picture for children's programs, despite its pageantry and adventure. Cast: Louis Hayward, Janet Blair, George Macready, Edgar Buchanan.
 Adults 14-18 8-14
 Entertaining Entertaining Too brutal

The Emperor Waltz—Paramount. Direction, Billy Wilder. Such a dignified title leads us to expect something rich in historical background and fine flavor. The settings—Vienna in 1901—are all that could be anticipated, but this beauty, however, is counteracted by the undignified romance of a crude American salesman and his mongrel dog with an aristocratic girl of the Emperor's court and her pure-bred poodle. Some of the dialogue is flippant, and children who admire Bing Crosby may mistake his impertinence for acceptable conduct. Cast: Bing Crosby, Joan Fontaine, Roland Culver, Lucile Watson.
 Adults 14-18 8-14
 Fair Fair Doubtful

Escape—20th Century-Fox. Direction, Joseph L. Mankiewicz. A romantic drama of suspense, filmed in England. It is exciting in plot, beautiful in its scenes of the English countryside, and unusual in its excellent character delineation—from the stars to the least important farm hand. A Galsworthy plot with its philosophic twist, unusual photographic effects of the night and the fog, and lovely background music make this a fine picture. The question "What is justice?" is the theme. Cast: Rex Harrison, Peggy Cummins, William Hartnell.
 Adults 14-18 8-14
 Excellent Excellent Mature

Four Faces West—Enterprise-United Artists. Direction, Alfred E. Green. The breathtaking scenery of New Mexico is the setting for this melodramatic romance of a bank robber with honest intentions who pays dearly for his one crime, and of a nurse who is a newcomer to the West. The picture has a well-written script and good direction, and the acting is convincing. The ethics might be confusing to immature minds, since the hero is a criminal. Cast: Joel McCrea, Frances Dee, Charles Bickford, Joseph Calleia.
 Adults 14-18 8-14
 Fair Fair No

The Lost One—Columbia. Direction, Carmine Gallone. One of a series of operas produced for Columbia in Italy by Gregor Rabinovitch, this is Verdi's *La Traviata*. It is the first of the series to be released and promises much excellent entertainment for the future. The leading players are talented actors as well as singers, and the recording of their voices and of the Rome Symphony Orchestra is superb. English narration makes the opera understandable to those who are not familiar with Italian. Some parents may feel that the effect of the unconventional story on children overbalances the value of the music. Cast: Nelly Corradi, Gino Mattera, Manfredi Polverosi, Flora Marino, Carlo Lombardi.
 Adults 14-18 8-14
 Outstanding Yes, for the music Yes, for the music

Michael O'Halloran—Monogram. Direction, John Rawlins. Gene Stratton Porter's story of two boys who befriend a crippled

girl is told with a direct simplicity that is pleasing. It delves into the psychological effect of fear and the healing power of love. The juvenile court scene is well handled. The ethical values are good and the ending happy, although the audience is not told explicitly that the alcoholic mother is cured. Cast: Scotty Beckett, Allene Roberts, Tommy Cook, Charles Arnt.
 Adults 14-18 8-14
 Good Good Mature

Mr. Peabody and the Mermaid—United Artists. Direction, Irving Pichel. This is the whimsical, fantastic story of a Bostonian and his attractive wife and their experiences while vacationing in the Caribbean. Mr. Peabody, who is approaching fifty, clings tenaciously to youth and romance. When he finds a real mermaid while out fishing alone, he takes her home to live in his fish pond, then falls in love with her. The picture has an excellent cast, and the photography is noteworthy, especially the underwater scenes. Cast: William Powell, Ann Blyth, Irene Hervey, Andrea King.
 Adults 14-18 8-14
 Amusing Yes Of little interest

So This Is New York—Screen Plays—United Artists. Direction, Richard O. Fleischer. An amusing farce-comedy based on *The Big Town* by Ring Lardner and played strictly for laughs. The time is the period immediately following World War I, and the setting for much of the action is a New York hotel. This is Henry Morgan's first picture, and it will probably delight his fans, as the humor is typical of his radio programs. The supporting cast is good. Cast: Henry Morgan, Rudy Vallee, Hugh Herbert, Bill Goodwin.
 Adults 14-18 8-14
 Amusing Amusing Mature

That Lady in Ermine—20th Century-Fox. Direction, Ernst Lubitsch. This completely unreal romance combines farce with fantasy. The director has given it his usual light, sophisticated touch, and the result is a film more suited to adults than to young people. However, the magnificent setting—a medieval castle in Italy—and the countess' exquisite gowns should appeal to all ages. Cast: Betty Grable, Douglas Fairbanks, Jr., Cesar Romero, Walter Abel.
 Adults 14-18 8-14
 Excellent fantasy Yes Possibly

Up in Central Park—Universal-International. Direction, William Seiter. Adapted from the musical play by Herbert Field, much of the plot of this film deals with the political career



Wallace Beery has his suspicions as daughter Judy, played by Jane Powell, dutifully strokes his forehead and Scotty Beckett looks on, in a scene from *A Date with Judy*.

of Boss Tweed. There are a few songs, some good scenes of ice skating in Central Park, and scenes taken at the zoo, but the comedy falls pretty flat. Albert Sharpe, a newcomer to the screen, gives the best performance. The exposé of graft in politics, with justice triumphant in the end, needs adult interpretation for children. Therefore the film is rated "Family" instead of "Junior Matinee." Cast: Deanna Durbin, Dick Haymes, Vincent Price, Albert Sharpe.

Adults	14-18	8-14
Fair	Fair	Doubtful

ADULT

The Big Punch—Warner Brothers. Direction, Sherry Shourds. Unethical in treatment, this story tells of a prize fighter and ex-football star who chooses the ministry instead of big money as a boxer. It could have been made worth while if the writer had had a better understanding of the use of the Bible and a better knowledge of small-town people. Direction, writing, and acting are amateurish. Cast: Wayne Morris, Lois Maxwell, Gordon MacRae.

Adults	14-18	8-14
Poor	No	No

Canon City—Eagle-Lion. Direction, Crane Wilbur. A dramatic documentary film presenting, with the stark realism of news reporting, the prison break of twelve criminals at Colorado State Penitentiary in December 1947. The settings are authentic—the beautiful scenery in and around Canon City and the grim gray walls of the prison where the break took place. The role of the warden is played remarkably well by the real warden of the prison. Cast: Scott Brady, Jeff Corey, Whit Bissell, Stanley Clements.

Adults	14-18	8-14
Tense	Too brutal	No

A Foreign Affair—Paramount. Direction, Billy Wilder. This film presents part of the problem confronting our occupation troops in Germany. A portion of it was photographed in Berlin. The cast is excellent and the direction good. If the film is taken with tongue in cheek, it is amusing, adult entertainment. However, it seems unnecessary to have the lady senator drink; it mars her otherwise high moral standards. Love scenes are sultry but tend to show the lowered morals of people in a war-ridden country. Cast: Jean Arthur, Marlene Dietrich, John Lund, Millard Mitchell.

Adults	14-18	8-14
Entertaining	Mature	No

The Iron Curtain—20th Century-Fox. Direction, William A. Wellman. A semidocumentary melodrama about the plotting of the U.S.S.R. in Canada. Two themes are stressed—the acquiring of uranium for the manufacture of atomic bombs and the returning to Russia of disloyal comrades. The picture is well presented in all its phases, strong fare but filled with vital information. The cast is good; each character gives a moving, believable performance. Cast: Dana Andrews, Gene Tierney, June Havoc.

Adults	14-18	8-14
Strong fare	Tense	No

Key Largo—Warner Brothers. Direction, John Huston. A more despicable group of gangsters has never been presented on the screen than are gathered here in a hotel on a Florida key, waiting out a hurricane so that they may return to the mainland to resume their "business," interrupted when they were deported by the FBI as undesirable aliens. The implication that we can depend on World War II veterans to defend us from the return of the gangster era is a far from acceptable substitute for law-enforcement by legal means. Cast: Humphrey Bogart, Lauren Bacall, Edward G. Robinson, Lionel Barrymore.

Adults	14-18	8-14
Good of the type	No	No

Lulu Belle—Columbia. Direction, Leslie Fenton. In spite of the efforts of a good cast, this romantic drama with music offers little in the way of entertainment. Based on a play written by Charles MacArthur and Edward Sheldon and produced by David Belasco about twenty-five years ago, the plot is built around a murder and the action concerns the unscrupulous escapades of the wife of a struggling young lawyer whom she holds fascinated in spite of his better judgment. Cast: Dorothy Lamour, George Montgomery, Albert Dekker, Otto Kruger.

Adults	14-18	8-14
Poor	No	No

So Evil My Love—Paramount—Hal B. Wallis. Direction, Lewis Allen. Only devotees of tragedy will find this film to their liking, for its pace is too slow to sustain interest and there is no comedy to lighten the two hours of suffering through blackmail, mental brutality, theft, and murder. The story, based upon London criminal records of fifty years ago, tells of an evil man who casts a love spell over a girl to make her the tool through which his crimes are committed. The reform of the girl through the torture of her conscience fails to offset the thoroughly bad ethical values. Exceptional acting by Ann Todd and Ray Milland. Cast: Ray Milland, Ann Todd, Geraldine Fitzgerald, Leo G. Carroll.

Adults	14-18	8-14
Matter of taste	No	No

The Street with No Name—20th Century-Fox. Direction, William Keighley. This thrilling documentary film depicts the intricate and clever methods of the FBI in tracking down and closing in on a gang of adroit and ingenious criminals. The authoritative voice of the commentator, the authenticity of the background, and the martial tone of the music all focus attention on the seriousness of gangsterism. Direction and continuity are excellent and the picture is extremely well cast and acted. Because of the ethical and educational values, this film, although tense and sometimes violent, may be classed as "Mature family." Cast: Mark Stevens, Richard Widmark, Lloyd Nolan, Barbara Lawrence.

Adults	14-18	8-14
Good	Good but tense	No

Tap Roots—Universal-International. Direction, George Marshall. An historical drama of the early stages of the Civil War dealing with Lebanon Valley, which seceded from Mississippi when that state seceded from the Union. The picture is interesting in its Technicolor presentation of an early American pioneering family, their luxurious home, the beautiful hills and streams, and the quaint, colorful costumes. The continuity is at times slightly confused perhaps because of the plot and counter plot and the large cast of characters. The romantic story, from the novel by James Street, is mature and, in some sequences, unethical. The cast is excellent. Cast: Van Heflin, Susan Hayward, Boris Karloff, Ward Bond.

Adults	14-18	8-14
Entertaining	Mature	No

The Time of Your Life—Cagney-United Artists. Direction, H. C. Potter. William Saroyan's stage play has enough action to meet the requirements of a motion picture in the interwoven song-and-dance acts and the comedy monologue of an oldtimer who tells tall tales. The central character, a philosopher, poses the question "Is it possible to live in the world without hurting your fellow man?" And he tries to prove his contention as he whiles away his day, drinking champagne in a saloon and encouraging those who wander in to unburden themselves of the troubles they seek to drown. In dramatic structure the film is a series of unrelated character sketches and might be titled "Life in a New York Saloon." The acting is unusually good. Cast: James Cagney, William Bendix, Wayne Morris, Jeanne Cagney.

Adults	14-18	8-14
Matter of taste	No	No

Twisted Road—RKO. Direction, Nicholas Ray. Screen credits listed against the background of a dilapidated car traveling over a twisted road suggest the title and mood of this bitter story of two young people whose lives are twisted and shadowed by the sordid environment from which they came. The action is chiefly concerned with hardened criminals and the forlorn little girl who marries a twenty-three-year-old convict. The melodrama fails to enlist either sympathy or interest to any extent. The theme is none too clear, but it tries to say that society failed the boy. Cast: Cathy O'Donnell, Farley Granger, Howard Da Silva, Jay C. Flippen.

Adults	14-18	8-14
Sordid	No	No

The Walls of Jericho—20th Century-Fox. Direction, John M. Stahl. A human interest drama of small-town Midwestern life where two young legal minds become involved in romance and heart-breaking tragedy. There is no comedy to lighten the pathos. The tempo is a bit slow, but plot and production are good and the threads of the story are well separated. All parts are suitably cast and capably acted. Cast: Cornel Wilde, Linda Darnell, Anne Baxter, Kirk Douglas, Ann Dvorak.

Adults	14-18	8-14
Entertaining	Adult theme	No



BOOKS in Review

HOW TO THINK ABOUT OURSELVES. By Bonaro W. Overstreet. New York: Harper, 1948. \$3.00.

MANY people in our uneasy world of change and challenge are doubting their own worth. They are nagged by a sense of personal inadequacy. No wonder, then, that a book of self-help such as this one by a compassionate educator-psychologist is hailed by critics and public alike, for it meets an aching need of our times.

What Mrs. Overstreet is telling us—and some of it is already familiar to readers of the *National Parent-Teacher*, in which portions of this book first appeared—is how to think about ourselves in perspective, the perspective of time and enduring values. She reasons that the right kind of self-understanding is a preface to that self-forgetting which alone brings serenity. From this ancient truth of the philosophers she translates a modern gospel for today's racked world.

Of course we cannot undo what has already happened. The framework of our yesterdays does call for intelligent acceptance—but it is no strait jacket. To demonstrate our essential freedom Mrs. Overstreet stresses what she aptly calls "linkages with life." These are habits, communication, creative activity, work, association with other people, and love. Finally, she exposes the folly of self-deception and urges upon everyone the necessity and satisfactions of building a sound personal philosophy.

As our readers well know, Mrs. Overstreet is a master hand at capturing the elusive stuff of general principles and making them available in tangible precepts men can live by. Like a good doctor, she adds to her diagnosis a workable prescription. Just as there are books of counsel for those entering upon adulthood, so *How To Think About Ourselves* is for all who, whatever their calendar age, are still groping toward full emotional maturity. It is Mrs. Overstreet's conviction that a deeper and surer sense of the meaning of life and of each person's own self-respecting part in it is sorely needed today. Her book is one of the most notable contributions toward that end.

THE STORK DIDN'T BRING YOU: THE FACTS OF LIFE FOR TEENAGERS. By Lois Pemberton. New York: Hermitage Press, 1948. \$2.75.

THERE is no substitute, of course, for the honest face-to-face family conference—and the author herself stresses its importance. But this book does provide a sound introduction to a subject young and old often find hard to broach. A big point in its favor is the inclusion of a clear working vocabulary and illuminating diagrams. After all, who doesn't feel awkward trying to talk about things for which one doesn't even know the proper names?

Although the ingratiating style is regrettable, the gen-

eral tone is admirably matter of fact. Today's youngsters can be trusted to recognize that the truth makes guesswork and scuttlebutt "old hat."

A TREASURY OF LAUGHS FOR BOYS AND GIRLS. Edited by Joanna Strong and Tom B. Leonard with illustrations by Adolphe Barreaux. New York: Hart, 1948. \$2.00.

WHEN one is nine or sixteen—or any age in between—one loves jokes and riddles, limericks, puns, and even "daffynitions." Here, then, is a lively assortment well calculated to tickle any susceptible young funnybone. There are classics by such supreme fun makers as Lewis Carroll and William Makepeace Thackeray; there are boners fresh from yesterday's classroom and newspaper. In short, enough merriment is provided in this handsome book to rejoice the family circle and to enliven the droopiest party.

THE THREE-TWO PITCH. By Wilfred McCormick. New York: Putnam's, 1948. \$2.00.

WHEN sixteen-year-old Bronc Burnett makes good as a pitcher for his high school team, he has actually made good as a man. By learning to control his temper, to take jibes good-naturedly, to subordinate hurt personal pride for the sake of the team, Bronc wins the respect of teammates and foes alike. What is more, he earns his self-respect.

Set in New Mexico and written by an ex-army officer, a resident of Albuquerque, the doings of young Burnett have the ring of authenticity. Swift-paced and true to life, it is a boy's book after a boy's heart—with full parental approval.

JUST AND DURABLE PARENTS. By James Lee Ellenwood. New York: Scribner, 1948. \$2.50.

FOR proof that humor by no means diminishes the serious value of a really good book, take this one. It is the third about the author's own family, and in it he and his wife are initiated into grandparenthood. As Grandfather says, "It dawned on me suddenly that perhaps the richest privilege and achievement of parenthood is a just and endurable friendly family relationship between one generation and another." The Ellenwoods have it.

From these shrewd pages parents whose children now have babies of their own will get many a chuckling insight into their own new role, and parents of small children will get a glimpse of what the future holds in store for them, too. *Just and Durable Parents* is a book you just cannot afford to miss!

Looking into Legislation

WHEN Congress adjourned on June 20, very little legislation on the active program of the parent-teacher organization had been passed. Because it traditionally supports appropriations for certain federal offices, the Congress was instrumental in procuring funds for the U.S. Public Health Service dental program whereby states will be able to set up pilot stations for preventing decay in children's teeth by the topical application of fluoride. Though the parent-teacher organization asked for \$130,000,000 to extend the school lunch program, only \$75,000,000 was appropriated, including \$10,000,000 presented in the supplemental estimate for the National School Lunch Act.

The *Local Public Health Services Act of 1948*—our own P.T.A. bill—was reported out of the House Committee on Interstate and Foreign Commerce and got on the consent calendar. No hearings were held in the Senate. A bill providing for a *dental research institute*, with authorization of \$2,000,000 for a building, was passed, as was the *heart research bill*.

In the field of *international relations* the displaced persons bill supported by our organization was scuttled. The discriminatory Wiley-Revercomb bill was passed by the Senate, and the House passed the Fellows bill, so amended as to be equally discriminatory. The final legislation permits entrance—under certain conditions over a period of two years—of 205,000 DP's, including 2,000 orphans and 3,000 Czechs. Selection is to be made according to occupation, and each DP is required to have a job and a place to live in the United States before he can enter the country.

ON June 14 the President signed the joint congressional resolution to provide for U.S. membership in the World Health Organization. He also signed the instrument of acceptance of the constitution of WHO, which has been sent to the United States for deposit.

The *federal aid for education bill* passed the Senate but was still in the House Committee on Education and Labor when Congress adjourned. Despite the valiant efforts of the chairman of the subcommittee on education, the Republican leadership refused to let the bill emerge from full committee. The *library demonstration bill*, passed early by the Senate, was also held in the House Committee on Education and Labor.

Under *national defense* no measure was passed for universal military training. In its place Congress enacted a peacetime draft bill providing for the induction of men between 19 and 25 years of age for 21 months of service—to begin within 90 days if the President proclaims that voluntary recruitment has failed.

The bill prohibiting transportation, in interstate commerce, of advertisements of *alcoholic beverages* or the radio broadcasting of such advertisements got no further than Senate committee hearings. *Social security* legislation passed by the House extended benefits to include employees of nonprofit educational agencies, but the measure did not pass the Senate.

SUBJECT of hottest debate in both houses was the *long-range housing bill*. The Taft-Ellender-Wagner bill previously passed by the Senate was reported out of the House Banking and Currency Committee, only to be tabled by the Rules Committee. After hours of debate on the substitute Wolcott bill, no agreement could be reached by the two houses. In the waning hours a measure was passed to establish a secondary market for G.I. home loans. Because housing is a major problem throughout the nation, the National Congress of Parents and Teachers, with other civic groups, appealed to Republican leadership and to President Truman to call Congress back in special session to pass upon housing legislation.

On July 26 Congress was called back by the President to deal with unfinished measures, among them housing and federal aid for education. As this report goes to press Congress has been in special session a week, but with a filibuster on civil rights going on in the Senate

Contributors

W. W. BAUER, M.D., director of the American Medical Association's bureau of health and education, has long been prominent in the public health field and is especially interested in the use of radio for health education. Dr. Bauer is greatly in demand as a speaker and is widely known as an author whose writings are not only sound and significant but most enjoyable to read. His latest book is *Stop Annoying Your Children*.

SIDONIE MATSNER GRUENBERG's career has been linked with the Child Study Association since 1906. For twenty-seven years she has been its director, and her prestige is unchallenged. Her numerous published works—among them *We, the Parents*—are preeminent in the realm of parent education. As lecturer, writer, or consultant her counsel is highly valued by all concerned with the ways and welfare of childhood.

The article by ROBERT J. HAVIGHURST is based on his stimulating address at our 1948 convention in Cleveland. Professor of education at the University of Chicago and secretary of the Committee on Human Development, he is noted for his outstanding studies of children in cultural groups—white, Negro, and American Indian.

ERNEST G. OSBORNE, authority on family relations, is professor of education at Teachers College, Columbia University. It was he, acting as program coordinator, who was greatly responsible for the success of the recent National Conference on Family Life. Active in several organizations, Dr. Osborne is president of the National Conference on Family Relations. His syndicated newspaper feature portrays the best in child guidance.

Never one to rest on past laurels, BONARO W. OVERSTREET is, with her distinguished husband, putting the finishing touches on their eagerly awaited history of the parent-teacher movement. Mrs. Overstreet's newly published book *How To Think About Ourselves* (see page 39) is winning acclaim from critics and public alike.

JOSEPH R. SIZOO, D.D., is one of America's leading clergymen. Since 1947 he has been president of the New Brunswick Theological Seminary, and for some ten years previously he was the much quoted pastor of New York's St. Nicholas Collegiate Church. Through his inspiring books and sermons he has touched the hearts of thousands, including all who heard him at our Cleveland convention last May.

As editor of periodicals for Science Research Associates, NANCY E. WIMMER knows better than most people the overwhelming importance of matching the career to the child. A former teacher, she received her master's degree in education from Northwestern University, where she specialized in guidance work.

This month's "P.T.A. Frontier" was prepared by Stanley W. Widasky and Mrs. Elsie R. Lane, president and secretary, Aiea Elementary and Intermediate School P.T.A., Aiea, Hawaii, and by Kilmer O. Moe, president, Hawaii Congress.

and a three-day recess in the House, there is little indication that anything will be accomplished. All efforts are being made to get the required number of representatives to sign a discharge petition to release the housing bill from the Rules Committee. However, unless this is accomplished in the next ten days, the bill will lie tabled in that committee.

The only hope for further consideration of pending legislation is another special session that may be called after the November elections. This is a definite possibility. Since Congress adjourned on June 20 until December 31, 1948, bills on the docket will not be dealt until that date.

—EDNA P. COOK

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